

LEADING THE WAY:
THE RELATIONSHIP BETWEEN EFFECTIVE TEACHERS' INTERACTIONS
WITH THEIR STUDENTS AND THEIR STUDENTS' INTERACTIONS WITH EACH
OTHER IN TWO MULTI-GRADE PAROCHIAL CLASSROOMS

by

Eudora A. Stephens

A Dissertation Submitted to the Faculty of
The College of Education
in Partial Fulfillment of the Requirements for the Degree of
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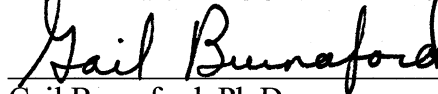
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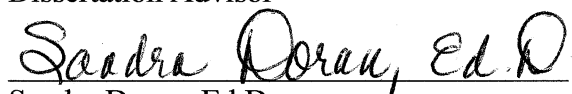
This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Gail Burnaford, Department of Curriculum Culture and Education Inquiry, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the College of Education, and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

SUPERVISORY COMMITTEE:

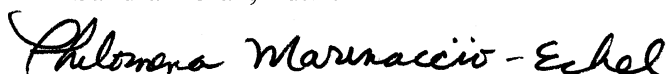


Gail Burnaford, Ph.D.

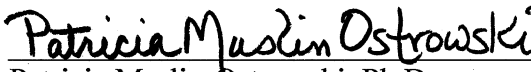
Dissertation Advisor



Sandra Doran, Ed.D.



Philomena Marinaccio-Eckel, Ph.D.

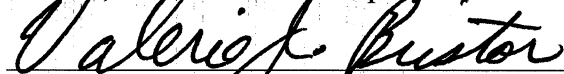


Patricia Maslin-Ostrowski, Ph.D.



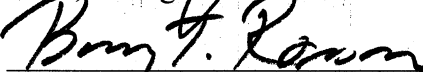
Dilys Schoorman, Ph.D.

Interim Chair, Department of Curriculum,
Culture, and Educational Inquiry



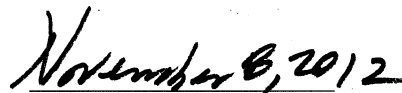
Valerie J. Bristol, Ph.D.

Dean, College of Education



Barry T. Rosson, Ph.D.

Dean, Graduate College



Date

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ABSTRACT

Author: Eudora A. Stephens

Title: Leading the Way: The Relationship between Effective Teachers' Interactions with Their Students and Their Students' Interactions with Each Other in Two Multi-Grade Parochial Classrooms

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Dissertation Advisor: Dr. Gail Burnaford

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This qualitative research study examined the teacher-student and student-student interactions that took place in two elementary parochial classrooms staffed by teachers nominated as effective by their supervisors. The study also examined relationships, similarities and differences between the teacher-student and student-student interactions. Qualitative data were collected including classroom observations, interviews with teachers, and focus group interviews with students. Results indicated that effective teachers supported their students organizationally through well-organized learning environments; instructionally by using a variety of instructional scaffolds, strategies and materials while holding students accountable for their learning; and emotionally by meeting students' needs for belonging and safety. Student-student instructional and emotional supports reflected most of the elements of teacher-student organizational,

instructional and emotional supports but also included some negative interactions not present in teacher-student interactions. Implications for classroom practice, public policy and further research in classroom interactions are given.

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I. INTRODUCTION

Many educational theorists regard learning as a social enterprise (Bandura, 1977; Duffy & Jonassen, 1992; Gee, 2001; McMahon, 1997; Vygotsky, 1978) in which the learner's construction of knowledge and truth is influenced by his/her background, culture, and social interactions with other members of the society or group. Applied to the classroom, this means that students and teachers are daily drawing from their backgrounds and culture to construct knowledge and truth as they interact with each other in various learning activities.

Although social learning theorists place the responsibility for learning upon the learner (Glaserfeld, 1989) they hold the teacher accountable for providing the guidelines and creating the environment for the learner to arrive at his or her own conclusions (Rhodes & Bellamy, 1999). Upon reflecting on his role in creating a classroom atmosphere conducive to student learning, the well-known teacher and educational psychologist Dr. Haim Ginott (1972) wrote:

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal (p. 164).

Within the context of social cognitive theory, Eggen and Kauchak (2001) extend the role

of the teacher to that of a model that students could imitate as they strive to develop appropriate ways to interact with peers and adults. A well-constructed learning environment will provide the scaffolds that students need to become like the model demonstrated before them daily.

Thus, for the social learning theorists, it is the teacher who has the most important influence on student learning behaviors in the classroom both by the creation of the environment that facilitates optimal social interaction and by providing a model of what such interaction should look like and sound like in different learning situations.

Previous research on the role of the teacher in the classroom has found that teachers and classrooms matter to students' academic achievement (e.g., Nye, Konstantopoulos & Hedges, 2004; Pressley, Rankin, & Yokoi, 1996; Sanders & Rivers, 1996) as well as to their healthy socio-emotional development (Greenburg, Speltz, & Deklyen, 1993; Pianta, 1999). Furthermore researchers who studied what effective teachers do in their classrooms found that such teachers focus not only on students' academic development but also on providing supports to enhance their social development (Brophy & Good, 1986; Mohan, Lundeberg, & Reffitt, 2008; Stronge, 2007). Therefore any effort to evaluate a teacher's effectiveness should not only focus on measuring the academic gains made by students but also their social achievements. This study sought to examine the role of effective teachers in shaping the quality of teacher-student and student-student interactions taking place in the classroom.

Statement of the Problem

Children spend most of their waking hours at school and during this time they are exposed to various experiences that shape their academic as well as social development.

As the major caregiver in the classroom, the teacher thus becomes the most significant element in determining the quality of classroom experience that each child will acquire. But most theorists on teacher effectiveness in the classroom have focused more on academic achievement gains than on the teacher's role as socializer, motivator and mentor (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004). Fueled by the re-authorization of No Child Left Behind (NCLB), and the Race to the Top Funding initiative, policy makers are becoming increasingly focused on accountability and the role of qualified or effective teachers on achievement growth (Gordon, Kane, & Staiger, 2008; Ladd, 2008).

This focus on achievement gains ignores the ever-increasing problems of social interactions faced by our youth. School shootings and stabbings, sexual and physical assaults and suicide, are among the physical manifestations of a lack of social skills development. Yet, observational descriptions of 780 U.S. third grade classrooms distributed across more than 250 school districts and taught by "qualified teachers" (holding a bachelor's degree or higher) revealed that only 25% provide an adequate level of emotional support (National Institute of Child Health and Human Development Early Child Care Research Network [NICHD], 2005).

Swick (2003) posits that promoting caring in children is a powerful venue to prevent violence in our society and Noddings (2002) believes that it is the teacher's special responsibility to convey the moral importance of caring to students not just by the activities he/she structures but by his/her own example.

Research on effective teaching (Brophy & Good, 1986; Mohan et al., 2008; Stronge, 2007) reveal that effective classroom interactions provide emotional and academic supports and organizational management which enhance the interactions that

students have with the teacher and with each other. Pianta and Hamre (2009) suggest that the global quality of classroom interactions may be assessed by examining three domains of quality - Emotional Supports, Classroom Organization and Instructional Supports.

Assessing teacher effectiveness in this way will evaluate not just the product but the processes that lead to the increases in student achievement and the teacher's effectiveness will be judged not just by student achievement but also by the ability to create an environment conducive to effective social interactions and to model what such social interactions should look like and sound like in different learning situations. Noddings (1995) contends that, "We should want more from our educational efforts than adequate academic achievement and we will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others" (Noddings, 1995, p. 675).

The problem that prompted this study is the need within the academic and professional community to discover, describe and document the role of the effective teacher in shaping the quality of teacher-student and student-student interactions by modeling what appropriate interactions should look like and sound like in different learning situations, and by the emotional, academic and organizational supports provided to students in order to help them interact appropriately with the teacher and with peers.

Purpose of the Study

The purpose of this multiple classroom case study was to discover, describe and relate the teacher-student, and student-student interactions taking place in two elementary classrooms staffed by teachers nominated as effective by their supervisors in the school district of the Florida Conference of Seventh-day Adventists (FCSDA).

This school district places a high premium on the social interactions taking place as students and their teachers work together during learning activities in the classroom. The aim of the Christian education delivered by schools in this district is the restoration of the image of God in children demonstrated by their respect and care for each other (FCSDA, n.d.). Teachers are carefully selected based upon academic as well as spiritual considerations and are expected to model the principles of respect and caring.

This school district is also committed to developing students' ability to think for themselves and to act with the courage of their convictions, not being "mere reflectors of other men's thoughts" (White, 1903, p. 14). In order to accomplish this, the FCSDA school district has adopted a student-centered approach to instruction, utilizing small collaborative learning groups in which student talk is encouraged and valued. Talk is especially encouraged and valued during the literacy block in which students participate in readers' and writers' workshops, shared and guided reading as well as literacy workstations where they work with partners without the direct presence of a teacher. These approaches to literacy instruction have been identified by several researchers as important for generating student-student interactions (see for example, Atwell, 1998; Calkins, 2000; Fountas & Pinnell, 1998; Holdaway, 1979).

Because of the foregoing considerations, teachers' effectiveness in the school district of the FCSDA is judged not only by their students' academic achievements but also by their ability to create an environment that supports the social development of students as they interact with the teacher and with each other during small group and whole group learning activities. This study aimed to discover and describe the extent to which this was happening in the classrooms of two teachers nominated as effective by the

supervisors in this school district. The study also aimed to find out what relationships, similarities and differences exist in the ways teachers interact with students and how the students in turn interact with each other.

Conceptual Framework

Effective Classroom Interactions

The descriptions, definitions, and characteristics of effective classroom interactions derive from syntheses of research studies on effective teaching (Brophy & Good, 1986; Mohan et al., 2008; Stronge, 2007). These researchers reviewed studies that show that effective classroom interactions provide emotional and academic supports and organizational management which enhance the interactions that students have with the teacher and with each other. Pianta and Hamre (2009) capture the essence of these research studies in their CLASS (Classroom Assessment Scoring System) framework in which they evaluate the global quality of classroom interactions by assessing three domains of quality - Emotional Supports, Classroom Organization and Instructional Supports.

However, although the CLASS effectively sums up the nature of teacher-student interactions it does not tell us anything about the nature of student-student interactions. For this we turn to McAuliffe, Hubbard, and Romano (2009) whose model of classroom interactions includes both teacher interactions and the resulting student behaviors. They developed their model to investigate the role played by the classroom teacher in students' liking and disliking of their peers. The model begins with two child behavior variables: aggression and pro-social behaviors. The first set of mediators is teacher liking of students and teacher attributions for negative behaviors. The second set of mediators

includes teacher's positive behavior, and corrective/negative behaviors. The model ends with peer nominations of liking and disliking of classmates.

Taken together, these two models provide the bases for the conceptual framework of the present study shown in Figure 1, which summarizes the elements of classroom interactions that guided the present study.

In this model there is a relationship between the effective classroom interactions (ECI) taking place between teacher and student (Effective Teacher Student Interactions, ETSI) and the interactions taking place between students and their peers (Effective Student-Student Interactions, ESSI).

Research done on caring classroom communities supports this part of the model. Effective teacher-student interactions help to create an ethic of caring in classrooms. A caring classroom environment will fulfill students' safety needs and their desire for a sense of belonging (Maslow, 1987; Noddings, 1992). Only after these needs are met will students be able to demonstrate an ethic of care for fellow classmates.

Eggen and Kauchak (2001) also see a role for effective teacher-student interactions in creating a model for students. They define modeling as, "changes in people that result from observing the actions of others" (Eggen & Kauchak, 2001, p. 236). They also claim that modeling is a key element of social cognitive theory, which "examines the processes involved as people learn by observing others and gradually acquire control over their own behavior" (Eggen & Kauchak, 2001, p. 234).

The second part of the model was taken from the CLASS framework that shows three types of classroom interactions taking place between teacher and students - emotional supports, classroom organization and instructional supports. The model further

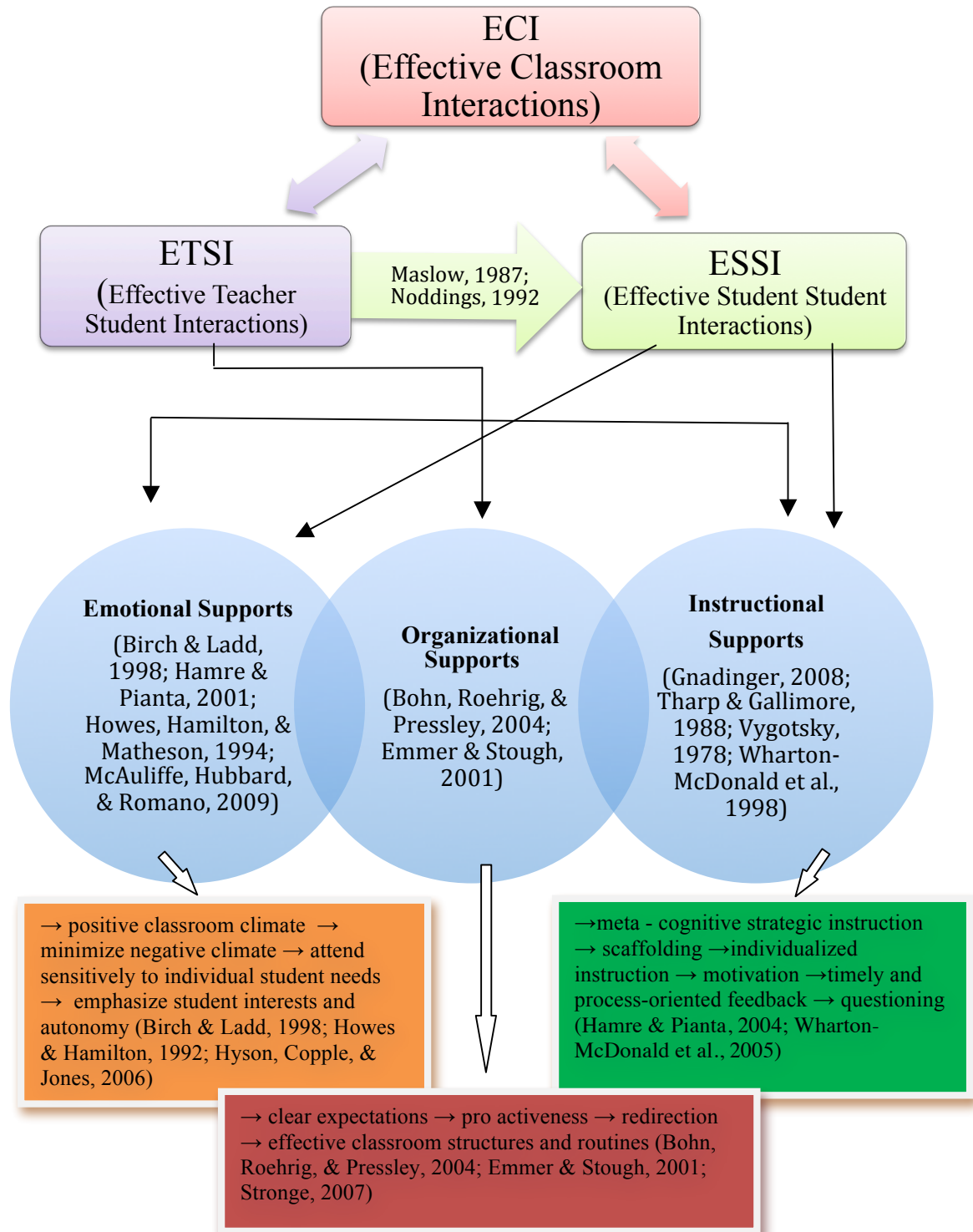


Figure 1. Effective classroom interactions (ECI).

suggests that when these supports are given to students they will be reflected in the instructional and emotional supports that students are then able to give to each other.

Emotional Supports

Researchers who studied emotional supports in the classroom have been guided by attachment theory which holds that when parents provide emotional supports children become more self-reliant and are able to take risks as they explore the world because they know that they have an adult who will be there to offer help if they need it (Ainsworth, Blehar, Waters, & Wall, 1979; Bowlby, 1970). Some researchers have isolated the teacher effects on the sociology of the classroom by linking such teacher effects to attachment theory. They define the teacher-student relationship as an extension of the parent-child relationship. Through their nurturing and responsiveness to students' needs teachers serve to provide a foundation from which students can develop understanding about their social surroundings (Birch & Ladd, 1998; Hamre & Pianta, 2001; Howes, Hamilton, & Matheson, 1994). Other researchers found that these emotional effects made important contributions to the emotional support that students give each other displayed in peer liking (McAuliffe et al., 2009) and pro-social behaviors (Birch & Ladd, 1998).

Organizational Supports

The teacher can contribute towards positive teacher-student and student-student interactions by the way he/she organizes and manages students' behavior, time and attention in the classroom (Emmer & Stough, 2001) through the effective use of classroom structures and routines, pro-activeness, redirection and clear expectations (Bohn, Roehrig, & Pressley, 2004).

Instructional Supports

The theoretical underpinnings of this domain come primarily from research on children's cognitive and language development (Carver & Klahr, 2001; Taylor, Pearson, Peterson, & Rodriguez, 2003; Vygotsky, 1978; Wharton-McDonald, Pressley, & Hampston, 1998). Teachers who support students' cognitive and academic development make use of meta-cognitive strategy instruction (Williams, Blythe, White, Gardner & Sternberg, 2002), and also provide opportunities to express existing skills and scaffold more complex ones (Davis & Miyake, 2004; Skibbe, Behnke, & Justice, 2004; Vygotsky, 1978). Instructional supports also include strategies that focus students on higher order thinking skills, and on giving them consistent, timely and process-oriented feedback, individualized instruction, and motivation (Hamre & Pianta, 2001; Wharton-McDonald et al., 1998). These instructional supports given to students are reflected in the ways they interact with each other during joint collaborative activities (Gnadinger, 2008; Tharp & Gallimore, 1988).

Research Questions

1. How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports?
2. How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other?
3. What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of

providing organizational, instructional, and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

4. What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

Significance of the Study

There is in existence a large body of evidence that demonstrates quite clearly that classrooms and teachers matter to student achievement (e.g., Nye et al., 2004; Pressley et al., 1996; Sanders & Rivers, 1996). But what is not yet clear is the social outcome of having a very effective teacher in the classroom (Pianta & Hamre, 2009) even though, according to Dewey (1916) and Apple and Beane (2007), the whole point of schooling should be the social outcome. This study examined what effective teachers are doing and saying in their classrooms that promote effective interactions among their students.

Studying the interactions taking place in classrooms staffed by effective teachers can have implications for curriculum construction, and teacher merit pay. Studies in classroom interactions, such as this study, may suggest that there are effective means of integrating character development within academic instruction, thus reducing the need for a separate character development curriculum. Teachers can employ the instructional strategies which the effective teachers in this study employed to facilitate students' social and emotional development. The study also has implications for basing teachers' merit pay mainly on student academic achievement. Efforts will need to be made to find ways

to measure students' affective gains and to reward teachers accordingly.

A description of researched based strategies that effective teachers are using to foster effective classroom interactions will also have implications for administrators as they seek to find ways to mentor teachers and to equip them for success in the classroom. The education superintendents of the FCSDA, in particular, could add the results of the study to their repertoire of resources available for helping teachers in the Conference who are struggling with classroom interactions.

Perhaps the greatest significance of the study lies in the fact that educational pedagogy is becoming more and more student-centered with an ever-changing role for the classroom teacher. As teachers attempt to engage students in more project-based, and other collaborative learning events, there will be a greater need for instructional approaches that focus on helping students gain the essential skills needed for effective interactions in classrooms where the traditional roles for teacher and students are continually being revised.

Definition of Terms

Classroom interactions: For the purpose of this study, classroom interactions were defined as the verbal and non-verbal communicative processes occurring in the classroom between students and their teacher and among students (Kumpulainen & Wray, 2002). This definition was used to guide the investigation of classroom interactions throughout the study.

Emotional support: Emotional support referred to the ways in which teachers and students fostered a positive classroom climate, minimized negative climate, attended

sensitively to individual student needs, and emphasized student interests and autonomy (Birch & Ladd, 1998; Pianta & Hamre, 2009).

Instructional supports: These were supports that helped students cope with classroom instruction and included scaffolding, strategic teaching and opportunities for creating independence (Brophy & Good, 1986).

Organizational supports: This referred to proactive management of the classroom that ensured productive use of time and materials and supported student attention and behavior (Bohn et al., 2004; Pianta & Hamre, 2009).

Effective teachers: These are teachers who achieved success in socializing students and promoting their affective and personal development in addition to their mastery of formal curricula (Bohn et al., 2004; Brophy & Good, 1986).

Teacher-student/s interactions: The teacher-student interactions were defined as the emotional, organizational and instructional supports that the teachers provided for the students as they organized and managed student behavior, time and attention (Pianta & Hamre, 2009).

Student-student interactions (peer-interactions): Pianta and Hamre (2009), defined student-student interactions as the emotional and instructional supports that students gave each other.

Multi-grade classrooms: In such classrooms, students from two or more grades are taught by a single teacher at the same time (Veenman, 1995).

Parochial: These schools/classrooms engage in religious education as well as conventional education. They are supported by religious organizations.

Limitations

One limitation of the study was the range of grade level classrooms chosen for the sample. The FCSDA school district is made up of small schools in which it is typical to find multiple grades being housed in one classroom and taught by a single teacher. For this study grades ranged from third through sixth grades and included students with a range of academic, emotional and social needs. A focus on such a wide range of levels and multiple grades in each classroom could affect the understanding of the interactions taking place in a typical classroom.

Another limitation of the study was the length of time chosen for observations in each classroom. The researcher chose to spend only two weeks in each classroom because she knew that a unit of study in this school district typically lasted for two weeks. However while the two week period allowed for the gathering of data to clearly answer the research questions, the researcher was unable to determine the full extent of the relationships between the teacher-student interactions and the student-student interactions (Research Question 3) especially in the classroom of one of the teachers who had only been with her students for two weeks before the researcher began to observe in her classroom.

Delimitations

This study only explored the interactions that took place between the effective teacher and her students and how these were related to the observed interactions taking place among the students. A delimitation of the study is that it did not research the interactions taking place in the classrooms of teachers who have not been nominated as effective but are regarded as just typical. Many studies done on effective teachers (e.g.

Pressley et al., 2001) looked at both effective and typical teachers but the researcher chose to study only effective teachers because this approach facilitated easier access and more openness on the part of all participants who saw themselves as attracting desirable attention.

A second delimitation is that the study only researched the interactions that took place within the classrooms of effective teachers during instructional activities and not during lunch and recess. This was because the helping activities (supports) modeled and structured by the effective teacher during instructional activities were best reflected in the support students gave each other as they interacted in small group events during similar instructional activities. Furthermore, the classroom is viewed as a community within the larger school community and during lunch and recess students interacted not only with their classmates but also with students from the entire school community. The study only focused on the classroom interactions not on the interactions taking place outside of the classroom.

A third delimitation is the fact that the study was conducted in a Christian school district where social gains are just as or even more important than academic gains. The teacher chose to delimit the study in this way because the goals and practices of this Christian school district closely reflect the researched based practices of effective classroom interactions presented in the review of literature in Chapter 2.

A further delimitation of the study is that it focused on the interactions taking place in the classrooms of effective teachers and the relationships between them. It did not focus on student achievement in terms of academic gains. The researcher felt that many studies already existed linking effective teaching to students' academic gains.

Summary

This chapter gave a general introduction to the topic of classroom interactions, the rationale for the study and the research questions. Chapter 2 will review the related literature on effective teachers' interactions, examine the research on the importance of interactions in building classroom community, and review studies on teacher and peer effects on classroom interactions. It concludes by showing the gap that exists in the body of literature on effective teachers and how this research study contributes to filling this gap. Chapter 3 outlines the methodology used to gather and analyze the data to answer the research questions. Chapter 4 offers the results and Chapter 5 concludes the study and gives recommendations and suggestions for further research.

II. LITERATURE REVIEW

This literature review aims to describe the findings of the studies done on classroom interactions and effective teachers and how these are related. It will conclude by showing the gap that exists in the body of literature on effective teachers and how this research study will contribute to filling this gap.

Review Method

In order to identify a broad range of studies, computer searches were conducted in the Education Resources Information Center (ERIC), PsychINFO, ProQuest Dissertation and Thesis, Wilson Web, and Illumina databases from 1940 to 2012. Several key words and terms were used to locate studies, such as effective teaching, classroom interactions, classroom climate, classroom environment, classroom culture, social/emotional learning, peer interactions, meta-analysis, synthesis, primary and elementary school. Several criteria were used to select research articles, namely, those that:

- Related to classroom interactions,
- Related to effective teaching,
- Included students of primary/elementary school age,
- Were classroom-based,
- Were data-informed rather than theoretical or speculative in nature, and
- Were peer reviewed.

After eliminating studies that did not meet these criteria, a large pool of studies remained. To access the literature in a convenient and economical way, priority was given to previously conducted syntheses and meta-analyses and to a group of studies conducted by a well-known researcher and his colleagues who used both scientific as well as observational, qualitative methodology over a ten year period to study what effective teachers were doing in their classrooms. These reviews were supplemented by a selection of research reports. The research reviewed has been reported in a variety of formats, including journal articles, book chapters, and reports.

Introduction

Learning, from a socio-cultural perspective, is a social endeavor in which individuals learn about the world they live in and the values of their culture by interacting with other members of that community through everyday activities (Bandura, 1977; Gee, 2001; Vygotsky, 1978). Similarly, human development theory holds that the child is a function of the environment within which he/she exists and that together with parents and neighborhoods, the classroom environment provides the foundation upon which the child will develop beliefs about the world around him/her (Bronfenbrenner, 1979).

This view of the classroom as a society of sorts may suggest that students and their teacher are inadvertently constructing the values of the classroom culture as they interact with each other during daily classroom activities. However, research on effective teachers reveals that such teachers are intentional about the creation of a particular classroom society as evidenced by their modeling, guiding, and by the provision of the necessary supports that their students need in order to interact well with others in the classroom society. This review will examine the literature on the role of the teacher and

students in classroom interactions and what effective interactions look like in the classrooms of exemplary teachers.

The review will first examine the literature on the role of teachers and students in classroom interactions. Next it will explore the literature on effective teaching in order to examine what exemplary teachers do to create a classroom culture in which effective teacher-student and student-student interactions are taking place. Finally it will identify the gap that exists in the current body of research on the relatedness of teacher-student and student-student interactions in the classrooms of effective teachers in order to justify the need for the present study.

Classroom Interactions: Teacher-Student

For the purpose of this study classroom interactions are being defined as the verbal and non-verbal communicative processes occurring within the classroom between students and their teacher and among students (Kumpulainen & Wray, 2002). One of the earliest investigations of classroom interactions was undertaken by Flanders (1960). He studied the influence of the teacher in the classroom by observing teacher-student verbal communication in the classrooms of 147 teachers at all grade levels from six school districts. From the 1,250,000 bits of information collected Flanders generalized that about two thirds of the time spent in the classroom someone is talking and the chances are two out of three that that person is the teacher and that he/she will be expressing his/her own opinion or facts, giving directions and criticizing students.

As a result of his research, Flanders designed an observational tool, Flanders System of Interaction Analysis (FSIA), to classify the verbal behaviors of students and teachers as they interact in the classroom. He identified ten categories of interactions,

seven for teacher talk and three for student talk. He further sub-divided teacher talk into two categories-direct (lectures, gives directions, criticizes) and, indirect (accepts feelings, praises or encourages, accepts ideas, asks questions). Pupil categories were sub-divided into: pupil's response, student talk initiation, and silence or confusion.

Many researchers have found Flanders System of Interaction Analysis to be a useful tool to describe the interactions taking place between students and their teachers. For example, Yu and Kim (2010) used it to compare and analyze the differences between elementary, middle, and high school physical education classes in Korea based on teacher and student behavior and teacher-student interaction patterns. They found that teachers at the three school levels demonstrated more verbal than nonverbal contributions because they were primarily involved in giving information and directions, questioning, and critiquing in their teaching behaviors rather than silently observing students as they practiced.

The value of the FSIA lies in the feedback it generates for teachers which could be used to improve their verbal communication with students during instruction. Flanders (1963) conducted a study to investigate the effects of FSIA feedback on the verbal behaviors of teachers. Fifty-five junior high school teachers participated in two different in-service trainings each lasting nine weeks in the middle of the academic year. He found that teachers who received feedback differed significantly in their use of certain verbal behaviors from those who did not receive feedback. Teachers who received feedback were found to use more praise, accept and clarify student ideas more, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method,

give fewer directions and less teacher-initiated talk. Studies by Kline and Sorge (1974) have shown that even teachers who were not trained in the mechanics of interaction analysis will change their classroom verbal behaviors as a result of feedback from the interaction analysis.

However, while these and other studies that made use of the FSIA enlightened us with regard to the dominant role played by the teacher in classroom verbal interactions and how this role can be more effective, they do not include any findings about non-verbal behaviors nor about student-student interactions because these are not measured by the FSIA.

But there are earlier existing studies that do find a relationship between teacher-student interactions and related student-student interactions. Lippitt (1940) examined the effect of three leadership roles and the concomitant group climates by observing the behavioral patterns of four clubs of five (10- or 11-year-old) boys. Each club was examined under three leadership conditions: democratic, autocratic, and laissez-faire. In addition to matching the groups to control for individual differences, leaders were rotated to control for treatment variations. The data recorded were (a) the interaction within each group, (b) the interaction between the leader and the group, (c) the overt expression of aggression, and (d) the productivity in club projects. Lippitt concluded that different leadership styles produced different social climates and resulted in different group and individual behaviors.

Shortly after the Lippitt study, investigations were carried out to determine the influence of teacher's classroom personality on students' behavior towards each other. One such investigation was undertaken by Anderson and Brewer (1946). In order to

obtain objective measurements of teachers' classroom personalities and related student behavior, Anderson and Brewer developed 26 teacher-behavior categories and 29 children-behavior categories by which both teacher and students' verbal and non-verbal behavior might be categorized. They divided teacher behaviors into two kinds: Integrative and Dominant. Integrative behavior among teachers and students was flexible, adaptive, objective, scientific, and cooperative. Dominative behavior, on the other hand, tended to restrict students' activities and lead to distracted, aggressive, non-cooperative conduct. The study found that students' behaviors were consistent with the kind of personality the teacher displayed in the classroom. However, because of the limited population (data were collected on four teachers and four students) it was impossible to estimate the reliability of any of the scores proposed for comparing different teachers, classes, or occasions in the same class.

Since the investigations by Lippit (1940) and Anderson and Brewer (1946) many studies have been done on the teacher effects on students' academic and social development. Notable among such studies are those undertaken by Howes et al. (1994), Birch and Ladd (1998), and Hamre and Pianta (2001).

Howes et al. (1994) conducted a longitudinal study of 48 children who had entered child care at an average age of 5.4 months. Teacher-child relationship quality and peer interactions were assessed every six months over a three year period. The Attachment Q-Set measure assessed the teacher-child relationship and samples of children's peer interactions were collected by trained observers and behaviors were coded as absent or present. Behaviors included verbal and non-verbal peer initiation and, acceptance or rejection of peer initiation. An analysis of the data found that child-teacher

security scores positively predicted three dimensions of competent peer behavior—pro-social, gregarious, complex play—and negatively predicted two dimensions of maladaptive behavior with peers—hostile aggression and withdrawn behaviors.

The study concluded that emotional security predicted the presence of more competent and less maladaptive behaviors with peers. However Howes et al. (1994) caution that the stability of these effects over time is not well known.

Birch and Ladd (1998) also investigated whether features of the teacher-child relationship affect children's behavioral adjustments. A sample of 199 kindergarten children and their 17 teachers were recruited from seven public elementary schools located in three Midwestern communities in the United States as part of a larger longitudinal study. The measures used were the Child Behavior Scale used to assess young children's behavior with peers at school, and the Teacher-Student Relationship Scale used to assess teachers' perceptions and three features of their relationship with students. One of the findings of this study is that certain aspects of the teacher-student relationship may be associated with changes in children's behavior adjustments over time. Specifically, conflict in kindergarten children's teacher-child relationships was associated with a decline in children's pro-social behavior over time. Birch and Ladd concluded that "it is possible that certain processes that operate within teacher-child relationships (e.g., conflict) have negative consequences in terms of the subsequent interpersonal behaviors that children display" (Birch & Ladd, 1998, p. 943).

Hamre and Pianta (2001) sought to determine the extent to which kindergarten teachers' perceptions of their relationships with students predict a range of school outcomes over time. The study followed a sample of 179 children from kindergarten

through eighth grade. Students were administered a school screening battery of tests of cognitive development as they entered kindergarten. In May of the kindergarten school year teachers completed the Teacher-Child Rating Scale to assess students' classroom behavior, and the Teacher-Student Relationship Scale designed to assess teachers' perceptions of their relationship with individual students. Extensive longitudinal academic and behavior data were collected over the eight year period from school records, including math and language arts grades, standardized test scores, work-habit marks, and disciplinary records. The results suggest that early teacher-child relationships, as experienced and described in kindergarten by teachers, are unique predictors of academic and behavioral outcomes in early elementary school, with mediated effects through eighth grade.

The results of the three studies examined above support the theoretical perspective of Pianta (1997) who argued that, as socializing agents, teachers can influence the quality of students' social and intellectual experiences by their abilities to instill values in children, by their own example, by addressing students' needs to belong and by serving a regulatory function for the development of emotional, behavioral and academic skills. The studies also support the theoretical framework of the present study which suggests relatedness between teacher-student and student-student interactions.

Classroom Interactions: Student-Student

A large body of research studies exists on the way students use language during classroom interactions. Among the best known early researchers are Barnes and Todd (1977) who were interested in the ways in which students developed and constructed knowledge without direct teacher presence. They analyzed speech during group

interactions focusing on the coherence of the discourse as well as the social skills and cognitive strategies employed by the students in their discourse. They found the following interactive processes: students initiated issues, qualified contributions, requested illustrations, provided examples, supported statements, evoked additional information and completed unfinished statements. They concluded that working together in groups enables children to clarify understanding of topics while developing social and cognitive skills.

Fourlas (1988) expanded on Barnes and Todd's analysis of peer group talk by designing a functional analysis system to investigate children's role as communicators in the teacher-centered and peer group-centered classrooms. In his study Fourlas recorded the verbal interactions of Greek primary children during whole class and small group lessons. After audio recording children's oral language interactions and transcribing the tapes Fourlas tried to identify all the functions which occurred in the children's talk and the frequency of occurrence of each. Sixteen individual functions were detected, subsequently labeled as Intentional, Responsive, Reproductional, Interrogative, Experiential, Informative, Judgmental, Hypothetical, Argumentational, Affectional, Compositional, Organizational, Expository, External Thinking, Imaginative and Heuristic. He found that in the teacher-centered classes, teachers used the responsive function the most, feeding the teaching process with specific pieces of information. Children's informative utterances were also considered as responsive because they either expressed personal opinions or were responses to teachers' questions. On the contrary, in the teacher-less small groups, children were found to make real initiations in the learning process by providing information (Informative), making comments on the information

provided (Judgmental), arguing for or against it (Argumentational), thinking aloud (External Thinking), making hypotheses (Hypothetical) and organizing the learning task by themselves (Organizational). The value of this study lies in the method it created to give a structured overview of the nature and quality of children's oral language interactions.

The classification system devised by Fourlas (1988) was later applied in a study by Kumpulainen (1996) of the oral language interactions between groups of children using computers. The aim of the study was to investigate primary school children's writing and learning processes as indicated by their verbal interactions during the process of collaborative writing with the computer. During the data collection the children's verbal interactions were audio-taped. The audio tapes were transcribed verbatim and supplemented by field notes from observations and informal interviews. The functional analysis system was then applied to the transcripts. The data revealed that students often used their oral language for exchanging and acquiring information. Moreover when receiving information the children were able to compare it with their own pre-existing knowledge. If this information was in disagreement with their own understanding they had to resolve this conflict. But close analysis of the children's talk revealed that children seldom justified their arguments. The study concluded that although peer group activities offer students excellent opportunities for collaborative learning through the interaction it facilitates, this context does not automatically encourage children to justify their arguments, make hypotheses, or to explore the learning context in general. Based on his findings from this study Kumpulainen (1996) suggests that:

In order to encourage children to use their language for reasoning and exploration, it is important that attention be paid to the classroom learning context as a whole. This includes the role of teachers in helping kids to acquire the skills needed for effective interaction and learning. (p. 259)

Kumpulainen and Wray (2002) point out that classroom peer activities are often preceded and followed by whole class teacher-led interactions. Therefore although the teacher may not be physically present during the peer interactions, his/her “presence” was evident in the preparation and feedback given to students before and after peer group interactions.

Matthews and Kesner (2003) add an important dimension to the research on peer group interactions by investigating the role that peer status plays in small group literacy events. Their investigation was carried out for one academic year with 15 children in a first grade classroom taught by a teacher nominated as effective in a school system outside a large metropolitan area in the southeastern United States. Children’s participation during small group literacy events were observed and video-taped. Peer status was identified by: observing with whom the children interacted when given unrestricted opportunity and how they responded to one another during whole class literacy events, by teacher input (friendship patterns), and by peer nominations (sorting photographs of their classmates into three piles: best friend, friend and not a friend). The study found that children’s successful participation during small group events was often determined by their status in the group. Children who could perform the literacy task but were rejected by their peers often had their ideas discounted or rejected because they lacked the social skills necessary to navigate positively within the social events. On the other hand children who were well liked by their peers were often chosen as leaders and

their ideas were frequently captured in the final products. Matthews and Kesner (2003) opine that “when teachers design small group instructional activities, they are not only providing opportunities for students to express who they are academically but also who they are socially” (Matthews & Kesner, 2003, p. 19). Like Kumpulainen (1996), they suggest a role for teachers in developing children’s social skills by guiding children through conflict resolution strategies and by providing opportunities for students to practice the strategies.

An important addition to the research on the teacher’s role in student-student interactions was conducted by McAuliffe et al. (2009) who examined teachers’ beliefs about and behavior towards children as mediators in the link between children’s own behavior and peer liking and disliking. The participants were 127 second graders in 12 classrooms. Data on child behavior were collected through peer and teacher report. Data about teacher beliefs were collected through self-report. Data on teacher behavior toward children were collected through naturalistic classroom observations and, data on peer-liking and disliking were collected through peer nominations. Data were analyzed using path analysis. The results revealed that teacher beliefs about children and corrective/negative teacher behavior towards children mediated the relations between aggressive and pro-social child behavior and peer disliking. McAuliffe et al. (2009) concluded that it may not be enough to focus interventions for aggressive and peer-rejected kids on improving the skills of these children. Based on their findings, they suggest “decreasing teachers’ overt corrective/negative behavior towards students as another important avenue by which to help aggressive children experience less peer rejection” (McAuliffe et al., 2009, p. 674).

This suggestion is supported by conclusions from a study by Pianta and Steinberg (1992) of 436 children and 26 of their kindergarten teachers in which they measured teacher's relationship with the students and the students' classroom behaviors. They concluded from that study that the quality of the student-student relationship is linked to the quality of the teacher-student relationship because children who experience positive, supportive relationships with their teachers demonstrate greater social competence with both peers and adults in school, are more frequently ensconced in supportive social networks, have fewer behavior problems and demonstrate higher achievement orientation and academic performance when compared to peers with insecure relationships.

Using a Vygotskian theoretical framework, Tharp and Gallimore (1988) propose a model for effective teacher-student interactions in whole group settings. They define the teacher's role in these whole class activities as one of assisting student performance by modeling (offering behavior for imitation), contingency managing (arranging rewards and punishments), feeding-back (giving information on performances), instructing (setting the assignment and offering guidance), questioning (calling up the use of language), and cognitive structuring (provision of a structure for thinking and acting).

Using this model of interaction, Gnadinger (2008) examined the ways in which students scaffold each other during collaborative classroom activities. This qualitative study was conducted in a primary multi-age classroom of 23 second and third graders. Data were collected on a weekly basis for four months using videotapes, informal interviews with teacher and students, and field notes. The data revealed that engagement with the academic content in small groups provided opportunities for students to make use of the first five of six means of assisted performance (instructing, providing feedback,

questioning, modeling, contingency managing, and cognitive structuring). The most common means of assisted performance by peers were questioning, providing feedback and instructing. Gnadinger opines that students may have just been copying the helping methods used by their teacher. But she acknowledges that it is uncertain whether peers intentionally chose the type of scaffolding similar to that of the classroom teacher. She suggests further research to examine the relationships between the types and methods of assistance used by the teacher and those used by peers in the small groups.

This study by Gnadinger (2008) has helped to inform the design of the present study which seeks to examine the relationships between the types of supports (“assisted performances”) used by the teacher and those used by peers in small groups. The development of codes to analyze the interactions taking place in the classrooms of effective teachers in the present proposed study made use of the categories of classroom interactions developed by Tharp and Gallimore (1988) and used by Gnadinger (2008).

Effective Teaching

From 1996 to 2002, Michael Pressley and his colleagues (Rankin and Yokoi) first used quantitative and then qualitative methodology to study the practices of effective teachers. The first study conducted by Pressley and colleagues on effective literacy instructional practices was the 1996 survey of the instructional practices of teachers in Kindergarten (N=23), Grade 1 (N=34), and Grade 2 (N=26) nominated as effective in promoting literacy by their supervisors (N=45). The nominated teachers were asked to respond to a short questionnaire requesting three lists of ten practices they believed essential in their literacy instruction. Each teacher generated one list for good readers, one for average readers and one for weaker readers. The overarching finding in the study

was that these primary-grade teachers did many different things to support and encourage the literacy development of their students including: (a) qualitatively similar instruction for students of all abilities, along with additional progress in literacy support for weaker readers; (b) literate classroom environments; (c) modeling and teaching of both lower order (e.g. decoding) and higher order (e.g. comprehension) processes; (d) extensive and diverse types of reading by students; (e) teaching students to plan, draft and revise as part of writing; (f) engaging literacy instruction (that is, instruction that motivated literate activities); and (g) monitoring of students' progress.

One limitation of the Pressley et al. (1996) study was that, as a self-report, it did not provide any observed evidence of what teachers were actually doing in their classrooms. Another limitation was that it only focused on exemplary teachers. There was the need for observational studies that included a sample of teachers who were not considered exemplary by their supervisors. Such a study was quickly undertaken by Wharton-McDonald et al. (1998).

The Wharton-McDonald et al. (1998) study improved on the methodology of the 1996 study by making use of interviews and in-depth observations in nine first grade classrooms of teachers from four districts in the United States who had been nominated by language arts coordinators as either outstanding (N=5), or typical (N=4) in their ability to help students develop literacy skills. The study found that the strong classrooms showed evidence of a balance of a number of instructional components. All the students in the very best classrooms were integrated well into the balanced instruction, with every student receiving both skills instruction and holistic experiences at his or her competency level.

An important limitation to Wharton-McDonald et al. (1998) was that the study was carried out only in upstate New York and only a few teachers were studied. To enhance the level of confidence in the general conclusions of the study, including that excellent primary-level teachers balance skills instruction and holistic experiences, there was a need to replicate that study with a wider population sample.

The replicated study was conducted by Pressley et al. (2001) in five different states in various regions of the United States, in 30 classrooms serving children of diverse ethnic, racial, and socioeconomic background. The overarching goal of this study was to determine whether there are teaching practices that distinguish primary-level teachers who are very effective in developing their students' literacy proficiencies from teachers who are less effective in doing so.

As in Wharton-McDonald et al. (1998), the balancing of skills teaching and holistic instruction was more certain in the strong classrooms than the weaker classrooms. Also consistent with the Wharton-McDonald et al. (1998) study, much instruction was focused on letter- and sound-level skills, word recognition skills, vocabulary, comprehension strategies, and writing strategies. Every child in the strong classrooms was immersed in this rich multi- component instructional world, a world in which every child received a balance of skills instruction and holistic experiences appropriate for him or her.

Pressley and his colleagues had noted that the effective teachers they studied did much to motivate students to read and write. Thus, Bogner, Raphael, and Pressley (2002) decided to focus a study of Grade 1 literacy instruction on motivation. They observed seven Grade 1 classrooms for a year. Two of these classrooms were distinguished in that

their students were much more engaged in reading and writing than in the other classrooms. Among the 40 different mechanisms such teachers used to motivate their students in those two classrooms were:

1. encouraging cooperative learning,
2. downplaying competition,
3. holding students accountable for their performances,
4. projecting high expectations,
5. scaffolding student learning,
6. encouraging autonomy and choice,
7. having a gentle, caring manner,
8. interacting with students positively,
9. making personal connections with students,
10. supporting appropriate risk-taking,
11. making the classroom fun, and
12. encouraging creative and independent thinking by students.

These elements of effective interaction between teacher and students assisted in the development of codes used to analyze the interactions taking place in the classrooms observed in the present study.

In their summary of the Pressley studies examined above, Mohan et al. (2008) concluded that in spite of the diverse settings in which they were conducted, there was remarkable consistency in the findings that emerged about effective literacy instruction. The findings of the 2002 study are particularly relevant to the present study since they

show that effective literacy instructional practices take place in safe, caring environments where students are encouraged to work together.

The landmark volume of research on effective teacher by Brophy and Good (1986) has been extremely influential in shaping the field's views of effective teaching. In their synthesis of research studies Brophy and Good found that effective teacher behaviors included clear definition of roles and expectations and provide academic supports that lead to the gradual release of responsibility leading eventually to student independence. Effective teachers also promote learning by communicating to their students what is expected and why. They motivate their students to learn by going beyond the immediate school context. Then throughout the lesson, they monitor students' understanding of the task. Students' understanding of what is expected and why appears to be useful in fostering social responsibility in students (Anderson, Everston, & Brophy 1979). In addition, effective teachers provide their students with lots of strategies for monitoring and improving their own learning efforts and with structured opportunities for independent learning activities. They accomplish this by expertly modeling and instructing their students in information processing, sense making, comprehension monitoring and corrections, problem solving and other meta-cognitive strategies for learning (Duffy, Roehler, & Meloth 1986).

More recently, Stronge (2007) also conducted a comprehensive review of research related to effective teaching. Stronge summarizes the qualities of an effective teacher in what he coins the "Four Cs" - Caring deeply; recognizing Complexity; Communicating clearly; and serving Conscientiously.

Caring Deeply

Although he believes that caring involves understanding the challenges faced by students and inquiring into their well-being, he concludes that for the effective teacher caring is more than a kind word, a phone call home, or a congratulatory note. It also involves providing the support to help a child succeed and holding the child accountable for his/her own learning.

Recognizing Complexity

The effective teacher recognizes each student as a unique individual, and understands that each one brings his/her own set of experiences and perspectives to the classroom. He also recognizes that a class is a dynamic and multifaceted entity, made up of myriad personalities, with a personality all its own. He concludes: “These understandings contribute to a teacher’s interactions with students” (Stronge, 2007, p. 101).

Communicating Clearly

The effective teacher clearly articulates expectations, encouragements, and caring as well as content knowledge. Most importantly, he/she “constantly communicates a climate of support and encouragement to ensure that students are engaged in the learning process” (Stronge, 2007, p. 102).

Serving Conscientiously

The effective teacher connects his/her own improvement with the school district and focuses professional contributions not only on his/her own teaching but also that of the school and the school district.

The findings from these studies on effective teaching by Pressley and colleagues (Bogner et al., 2002; Pressley et al., 1996; Pressley et al., 2001), Brophy and Good (1986), and Stronge (2007) make it possible to extrapolate the conclusions that effective teachers' classroom interactions can be defined by clear expectations and clear communication of these expectations, the creation of a caring classroom environment, good classroom organization and management, and the scaffolding of student learning. The effective teacher will therefore be able to foster the types of classroom interactions that will meet students' needs for belonging, safety, success, respect, self-expression, encouragement and academic success. According to Pianta and Steinberg (1992) it is only after the teacher effectively meets these needs of students that they can feel safe and confident enough to meet the same needs of their classmates.

These characteristics of interactions taking place in the classrooms of effective teachers identified above by Pressley and colleagues, Brophy and Good, and Stronge, will be used in the development of codes to analyze the classroom interactions being researched in the present study.

In an attempt to assess the extent to which effective teachers were providing emotional, instructional and organizational supports to students during daily interactions, La Paro, Pianta, and Stuhlman (2004) developed and field tested an observational instrument called the Classroom Assessment Scoring System (CLASS). Based on empirical research findings on classroom quality they identified three major areas of classroom characteristics: Emotional Supports, Organizational Supports and Instructional Supports. Emotional Supports included behaviors such as frequency and quality of teacher affective communication with students (smiles, positive verbal feedback),

sensitivity to student needs, and regard for student perspective. Organizational Supports included effective behavior management (clear expectations, pro-activeness, and re-direction), productive use of time (efficient routines and transitions) and a variety of learning formats (variations in grouping for instruction). Instructional supports included behaviors such as provoking higher order thinking and problem solving, modeling, scaffolding, and feedback.

La Paro et al. (2004) field tested the CLASS on a sample of 224 pre-kindergarten classrooms from six states. The results indicate that generally, teachers of young children provide a moderate level (at the higher ends of the scale) of emotional support to students but low levels of instructional supports. Those classrooms that received very high ratings for emotional supports also received high ratings for organizational supports.

Although the CLASS was designed to be used in empirical research the behavioral dimensions defined (Emotional, Organizational, and Instructional) are useful for the development of codes to analyze the teacher-student and student-student interactions taking place in the classrooms observed in the present qualitative study. The CLASS has also helped to provide the theoretical framework upon which the present study is based.

Conclusion

The studies on classroom interactions analyzed in this review of literature clearly make the case that the potential teacher effects on students' interactions with each other are significant given the teacher's own ability both to model and then create the environment for such interactions to take place effectively. But none of these studies

linking teacher effects to student effects was conducted in classrooms characterized as effective.

Although the studies on effective teachers highlight the high quality of interactions taking place between teacher and students, there is a gap in the research on how the students in the effective teachers' classrooms are interacting with each other and whether the teachers' interactions are affecting how the students interact with each other. The Hamre and Pianta (2001) and Gnadinger (2008) studies indicate that such effects should be evident. But so far these have not been investigated. In fact, Pianta and Hamre (2009) acknowledge that the social outcomes of effective classrooms are not yet clear, and Gnadinger (2008) recommends further research to examine the relationships between the types and methods of assistance used by the teacher and those used by peers during small group events.

This study hopes to contribute to the filling of this gap in the research on effective teaching by observing, discovering and describing, not only the teacher-student interactions that take place in the classroom of teachers nominated as effective, but also the student-student interactions and how these are related to the teacher-student interactions.

III. METHODOLOGY

Research Design

Research on classroom interactions and effective teaching has mostly utilized the process-product approach in which the investigator observes in teachers' classrooms and tries to relate process measures of teaching behavior to product measures of student outcomes (Brophy & Evenson, 1973). This study aimed to examine the process of teaching and learning in an attempt to understand the unique meaning of events that occur during teacher-student and student-student classroom interactions. Such research is qualitative and interpretive in the sense that the local events are only understood from the framework developed by the researcher on a richly textured description of the participants' behaviors and personal explanations and interpretations of them. Creswell (2007) defines qualitative research as:

... an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (p. 15)

He goes on to say that a qualitative approach to research is more appropriate when multiple perspectives are involved and when it is important to study a situation in context. It is appropriate to use qualitative methods when there is a need for an in-depth view of the topic. Qualitative research is also the most appropriate method if the

researcher is attempting to assess a process over a period of time or if the researcher wants to delve into the views of the participants (Creswell, 2002).

This research study utilized a multiple-case qualitative design methodology. Such a design was appropriate for this study because the complexities of an issue (interactions in the classroom of the effective teacher) needed to be explored, voices of the participants needed to be heard, the variables relevant to this particular group (effective teachers and their students) needed to be identified, and the contexts or settings in which the participants addressed this issue needed to be understood (Creswell, 2007). Relying on predetermined information from the literature or on results from other research studies would not have provided the insights into the problem that a qualitative case study would afford.

The case study design was recommended by Creswell (2007) as the most suitable methodology to explore multiple bounded systems (the classrooms of effective teachers) over time, through detailed, in-depth data collection involving multiple sources of information and giving rise to case descriptions and case-based themes.

Yin (2009) adds that, “the case study method allows the investigator to retain the holistic and meaningful characteristics of real-life events... such as small group behaviors” (Yin, 2009, p. 4). For him the most important rationale for using the case study design is when the investigation seeks to cover both a particular phenomenon and the context within which the phenomenon is occurring (Yin, 2011) such as interactions in the classrooms of effective teachers (as this study investigated). He believes that the context is extremely relevant in educational settings and that the contextual variables are usually too numerous and rich for the application of an experimental design (Yin, 1993).

Yin (1993) recommends that multiple cases be included within the same study for replication (similar results) purposes. If the replications are found to hold up for both cases, this will add confidence to the results giving rise to more robust findings. Miles and Huberman (1994) believe that by looking at a range of similar cases a researcher can specify how, where, and why a phenomenon carries on as it does, thus strengthening the precision, validity and stability of the findings. The case or unit of analysis for the present study is the interactions taking place in the classrooms of effective teachers.

The Sample

According to Merriam (2001), “the single most important characteristic of case study research lies in delimiting the object of study, the case” (Merriam, 2001, p. 27). She sees the case as a unit around which she can draw a boundary fencing in what is to be studied. The inside of the fence is the focus of the study and what’s outside the fence will not be studied. The cases investigated in this study consist of two multi-grade elementary classrooms of teachers described as effective in the school district of the Florida Conference of Seventh-day Adventists. This is a parochial school district characterized by multi-grade classrooms although it is possible to find single grade classrooms in some schools. This school district was selected because it’s philosophies of caring for both the academic as well as social needs of students closely reflects those identified in the literature as being characteristic of effective teaching. In addition, the researcher has conducted professional development activities in this school district and is well known to the superintendents. This facilitated easy access. Approval for the study was sought from the Institutional Review Board (IRB) at Florida Atlantic University (Appendix A) and the Florida Conference of SDA school district (Appendix B). Then a formal letter (see

Appendix C) was sent to each superintendent outlining the nature of the study and asking for recommendations of classrooms staffed by teachers considered to be effective according to the literature on effective teaching. Pseudonyms are used for the sites and for all its participants.

Criterion sampling was employed during which the researcher asked three district superintendents to each nominate five of the teachers from their 24 elementary schools whom each believed met the criteria for effective teaching identified in the literature and summarized in Figure 1 (Effective Classroom Interactions). There are four superintendents in this school district who are involved in the evaluation of teachers: the vice-president for integrated children's ministries, the superintendent of education, and two associate superintendents. Only three superintendents were asked to make nominations of effective teachers because the fourth superintendent is serving on the researcher's dissertation committee. The decision to ask for nominations of effective teachers only was made because this made it easier to gain access and openness on the part of all participants.

The two teachers with the highest number of votes from the three superintendents were initially selected to participate in the study. However one of those teachers, who is also the principal of the school, declined to participate because she felt that the quality of data being sought for the study would be compromised if her classroom were observed because she had to leave her classroom often to attend meetings, meet with parents and/or deal with disciplinary issues throughout the duration of the school day. At such times an assistant teacher was responsible for the interactions in her classroom.

Of the three classrooms staffed by teachers with the next highest number of votes

(two each), the researcher found that two of them had assistant teachers present in the classroom at all times assisting with instruction, discipline, and classroom management. Since the focus of the study is the interaction of the effective teacher with his/her students, the researcher felt that the presence and involvement of these assistant teachers made these classrooms unsuitable for the study. Therefore she chose to study the third classroom (Classroom B) staffed by a teacher with the second highest number of votes even though this classroom is at the same school as the classroom (Classroom A) staffed by the teacher with the highest number of votes who had agreed to be in the study. So the two teachers and classrooms observed in the study are from the same school/site (PAWMB).

Although Creswell (2007) cautions against selecting more than one case (citing as a reason the possible diluting of the overall analysis) two teachers were selected to provide the opportunity to conduct cross theme analyses to see if the findings hold up across multiple cases. It is believed that this added confidence to the findings. An invitation letter was sent to the two teachers selected inviting their participation (see Appendix D).

PAWMB is a junior academy with Grades Pre-K to 8. Classroom A housed Grades 3 and 4 and consisted of four boys and three girls in third grade and one boy and four girls in Grade 4. Of the 12 students in this grade, two have been diagnosed with a learning disability and one is receiving weekly psychological treatment for behavioral issues. Students diagnosed with learning disabilities receive weekly academic support through the Title 1 initiative. One student in Classroom A is Caucasian, three are Hispanic and the remaining eight are African Americans. Classroom B housed Grades 5

and 6 and consisted of three boys and four girls in Grade 5 and four boys and five girls in Grade 6. Of the 16 students in this classroom, 7 have been diagnosed with a learning disability and receive weekly academic support through the Title 1 initiative. Five students are of Caucasian descent, six are Hispanics, and the remaining five are African Americans.

Data Collection

Data were collected over a two week period in each of the classrooms of the two teachers selected for the study. The researcher chose to study the classrooms for a two-week period because most instructional units in this school district last for about two weeks. Data were collected on the Monday, Tuesday, Wednesday and Thursday of each week for two weeks in each classroom. Data collection was not conducted on Fridays because the daily schedule is usually affected by early dismissal on Fridays (to accommodate Sabbath keeping).

Data were collected throughout the day, across all subject areas, during whole class and small group instructional activities, not during lunch or recess. The decision was taken to collect data only during instructional events because the researcher felt that the helping activities (supports) modeled and structured by the effective teacher during instructional activities would best be reflected in the support students gave each other as they interacted in small group events during similar instructional activities. Furthermore, the classroom is viewed as a community within the larger school community and during lunch and recess students interacted not only with their classmates but also with students from the entire school community. The study only focused on the interactions taking place in the classroom not on the interactions taking place outside of the classroom.

Observations began at 8:00 am and ended at 2:45 pm daily followed by a focus group interview with students and then with an informal interview with the teacher.

Video-Recording

Video-recording was chosen as the most significant source of data collection during the whole class and small group instructional events because the study sought to investigate classroom interactions consisting mostly of talk, and video-recording is typically used in qualitative research for conversational analysis (Heath, 1998). A second reason given by Paterson, Bottorff, and Hewatt (2003) for the use of video-recording as the primary source of data collection is that it can capture more credible and precise data than the researcher could because of its lack of bias. Two video cameras were placed on tripods at two strategic locations throughout the classroom. One video camera was placed in such a way as to capture the teacher's interaction with students during whole class and small group instruction each day. The second video camera was positioned so as to capture the interactions of students in each small group that the teacher interacted with that day. The conversations from the video-tapes were transcribed verbatim.

The researcher sought consent from parents (Appendix E) and teachers (Appendix F), and students (Appendices G and H) were also asked to provide their assent to video-taping for the purposes of this study.

Observation Field Notes

These were used to augment the video-taped data. Paterson et al. (2003) suggested using additional field observation to supplement video-recording because it can capture behaviors that occur outside the range of the camera providing contextual and interpretative data that may be important to the scope of the study. In addition,

supplemental field observations can provide validation of the researcher's interpretation of the data obtained by video-recording.

Observation field notes were collected in order to identify how teachers interacted with their students within the framework of providing emotional supports, organizational supports and instructional supports. The research suggests that teachers provide emotional supports by providing a positive classroom climate, minimizing negative climate, attending sensitively to individual student needs and emphasizing student interests and autonomy (Birch & Ladd, 1998; Hamre & Pianta, 2001; Howes & Hamilton, 1992; Pianta & Hamre, 2009); organizational supports are provided by clear expectations, pro-activeness, redirection, effective classroom structures and routines (Bohn et al., 2004; Brophy & Good, 1986; Stronge, 2007); and instructional supports are provided by modeling, meta-cognitive strategic instruction, scaffolding, individualized instruction, motivation, timely and process-oriented feedback, questioning, contingency managing, and cognitive structuring (Bogner et al., 2002; Gnadinger, 2008; Hamre & Pianta, 2001; Tharp & Gallimore, 1988). An observation protocol based on the framework of emotional supports, organizational supports and instructional supports was used to guide the observation of both teachers and the small group of students who were observed (see Appendix I).

Interviews

A follow-up semi-structured interview protocol was used to interview each teacher about her practices observed and to seek clarification at the end of each field visit (see Appendix J). A focus group interview was also conducted with the students at the end of each field visit. The purpose of the focus group interview was to seek further

explanations of the observed interactions and to seek clarifications (see Appendix K). During the interviews, the researcher and interviewees discussed the organizational supports, instructional supports, and emotional supports that were observed by the researcher. Each interview was fairly unstructured but focused on the following key points:

- The organizational supports, instructional supports and emotional supports given by teachers to their students,
- The instructional supports and emotional supports given by students to each other, and
- The similarities and differences observed in the student-student and teacher-student classroom interactions.

All interviews were audio-taped and transcribed verbatim. Table 1 outlines the research questions in relation to the data collection methods described above.

Data Analysis

Video-recordings were the primary means of data collection. A descriptive narrative of the activities and conversations recorded by the two video cameras each day was written up. Any additional data recorded in each day's observational field notes were added to the descriptive narrative of the video-recordings for that day. The interviews with teachers and students were transcribed verbatim. The descriptive narrative of each classroom's observations, along with the transcripts of interviews, was sent to the classroom teachers for member checking. No revisions were proposed by the participants.

Data were transcribed and reviewed daily at the end of each data collection visit to check for data quality. Two trained, volunteer coders were elicited from among former

Table 1

Research Questions in Relation to Data Collection Methods

| Research Questions | Data Collection Methods |
|---|--|
| How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports? | <ul style="list-style-type: none"> • 8 x 2 Video-taped sessions • 8 x 2 Field observations • 8 x 2 Semi-structured interviews with teachers • 8 x 2 Semi-structured focus group interviews with students |
| How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other? | <ul style="list-style-type: none"> • 8 x 2 Video-taped sessions • 8 x 2 Field observations • 8 x 2 Semi-structured interviews with teachers • 8 x 2 Semi-structured focus group interviews with students |
| What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions within the context of organizational, instructional, and emotional supports in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors? | <ul style="list-style-type: none"> • 8 x 2 Video-taped sessions • 8 x 2 Field observations • 8 x 2 Semi-structured interviews with teachers • 8 x 2 Semi-structured focus group interviews with students |
| What similarities and differences exist between teacher-student interactions and student-student interactions, in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors? | <ul style="list-style-type: none"> • 8 x 2 Video-taped sessions • 8 x 2 Field observations • 8 x 2 Semi-structured interviews with teachers • 8 x 2 Semi-structured focus group interviews with students |

FAU doctoral students, experienced in qualitative research, to help with the coding of the data, in order to establish trustworthiness of the qualitative data. These volunteer coders

have completed coursework in advanced qualitative research.

At the outset of the data analysis the two volunteers and the researcher simultaneously coded the data collected on the first day from Classroom A. In order to achieve inter-rater reliability, codes from this first day of data collection had to be agreed upon by all coders. After that was accomplished, each volunteer was asked to code the data collected on two more of the remaining 15 days of data collection. The researcher felt that asking volunteers to code more than three days' worth (one at the outset and two afterwards) of data collection might prove overwhelming and result in a lack of cooperation on the part of the volunteers.

Both pre-set and emerging categories were utilized during the coding of data. At the outset of data analysis an open-ended approach was taken during which the data were combed through for emerging categories (Miles & Huberman, 1994). Then the data were searched through a second time by the researcher for those categories identified in the literature. These included: emotional supports such as positive classroom climate, minimizing negative climate, attending sensitively to individual student needs and emphasizing student interests and autonomy (Birch & Ladd, 1998; Hamre & Pianta, 2001; Howes & Hamilton, 1992); organizational supports such as providing clear expectations, pro-activeness, redirection, effective classroom structures and routines (Bohn et al; 2004; Brophy & Good, 1986; Stronge, 2007); and instructional supports such as meta-cognitive strategic instruction, scaffolding, individualized instruction, motivation, timely and process-oriented feedback, and questioning (Bogner et al., 2002; Gnadinger, 2008; Hamre & Pianta, 2004). If found these were added to the emergent categories. The researcher adopted this stance because of the belief that starting with pre-

set categories may create bias and that an open-ended stance would lend validity to the findings. An iterative process was employed whereby categories were continually adjusted to accommodate data that did not fit the existing categories. The researcher continued to add/adjust categories until no new categories were identified.

After all of the data were coded, themes were derived from the pattern codes and used to answer the four research questions.

IV. RESULTS

This qualitative research was conducted to discover and describe the role of effective teachers in shaping the quality of student-student interactions taking place in the classroom. For social learning theorists (Rhodes & Bellamy, 1999) it is the teacher who has the most important influence on student learning behaviors in the classroom both by the creation of the environment that facilitates optimal social interaction and by providing a model of what such interaction should look like and sound like in different learning situations.

Researchers who studied what effective teachers do in their classrooms found that such teachers provide students with organizational, instructional and emotional supports that enable students to display effective learning behaviors as they interact with each other in the classroom (Brophy & Good, 1986; Mohan et al., 2008; Pianta & Hamre, 2009; Stronge, 2007). Other researchers (McAuliffe et al., 2009) have found that there is a relationship between the way teachers interact with students, and the way students in turn interact with each other.

Research Questions

In order to investigate the characteristics of and relationship between the teacher-student and student-student interactions taking place in the classroom of effective teachers, the following four research questions were crafted:

1. How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports?
2. How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other?
3. What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional, and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?
4. What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

Data Collection Procedure

The researcher was particularly interested in finding answers to the research questions by studying observations in the classrooms of effective teachers in the school district of the Florida Conference of Seventh-day Adventists (FCSDA) where she had been employed for the previous 11 years. Three superintendents were each given a graphic of the conceptual framework of the study in which the observable qualities of effective teachers taken from the literature were outlined. Each superintendent nominated five teachers in whose classrooms these qualities were observed. From the resulting list

of 15 nominated teachers the researcher wanted to study the classrooms of the two teachers with the highest number of votes. (Two teachers were selected in order to strengthen the precision, validity and stability of the findings.)

However one of the teachers with the highest number of votes declined to participate. She felt that the quality of data being sought for the study would be compromised because, as the principal of her small school, she had to leave her classroom often to attend meetings, meet with parents and/or deal with disciplinary issues throughout the duration of the school day. At such times an assistant teacher was responsible for the interactions in her classroom. The researcher then selected the classroom of the teacher with the second highest number of votes who did not have an assistant teacher responsible for instruction, discipline and/or classroom management.

The researcher spent eight days in each classroom observing the teacher-student and student-student interactions. The first classroom (Classroom A) was a multi-grade classroom housing 12 third and fourth graders - five boys and seven girls. The second classroom (Classroom B) housed 16 fifth and sixth graders - seven boys and nine girls. Both classrooms are from the same K-8 elementary school.

The primary data source was video-recording chosen for its ability to “capture more credible and precise data than the researcher could because of its lack of bias” (Paterson et al., 2003, p. 28). Secondary sources were observational field notes and interviews. Observational field notes were used to capture additional interactions that occurred outside the range of the cameras. Interviews were conducted with the teachers and students at the end of each field visit to seek clarifications and further explanations of the observed interactions. The data were not analyzed across the three data sources for

frequency of occurrence, similarities or differences. It was treated as coming from one main source (video-recordings) with clarifications from the observational field notes and interviews. As the results are identified below, evidence will be given from the data in general and not across data sources.

Data Analysis

Data were collected for a total of 16 days (eight in each classroom) and consisted of data from 16 sets of observational field notes, 16 sets of video tapes, 16 sets of interviews with teachers, and 16 sets of focus group interviews with students. A total of 108 hours (6.75 hours per day X 16 days) were spent collecting data for this study.

The analysis of the data gathered in this qualitative research study was based on one model of classroom interactions, and on a large body of research on effective teaching. The model is the Classroom Assessment Scoring System (CLASS) developed by Pianta and Hamre (2009) to evaluate the global quality of classroom interactions by assessing three domains of quality - Emotional Supports, Classroom Organization and Instructional Supports. This model provided a basis for identifying the categories of teacher-student supports (organizational, instructional, and emotional) student-student supports (instructional and emotional) during the data analysis.

A descriptive narrative of the activities and conversations recorded by the two video cameras each day was written up. Any additional data recorded in each day's observational field notes were added to the descriptive narrative of the video-recordings for that day. The interviews with teachers and students were transcribed verbatim. The descriptive narrative of each classroom's observations, along with the transcripts of

interviews, was sent to the classroom teachers for member checking. No corrections in the transcripts were proposed by the participants.

Two trained, volunteer coders, who had completed coursework in advanced qualitative research, were elicited from among former FAU doctoral students to help with the coding of the data in order to establish trustworthiness of the qualitative data. These coders and the researcher simultaneously coded the data collected on the first day from the first classroom observed (Classroom A). This first set of data was coded inductively in order to draw out the dominant and significant themes inherent in the raw data (Miles & Huberman, 1994).

In order to achieve inter-rater reliability the 33 codes (Appendix L) from this first day of data collection in the first classroom observed (Classroom A) were agreed upon by all coders. Then each volunteer was asked to code the data collected on two more of the remaining 15 days of data collection. Each volunteer was given data collected on one more day in Classroom A and one day in the second classroom (Classroom B). Eleven new codes (Appendix M) were identified by the volunteer coders and added to the first list of 33 codes. These 44 codes were used by the researcher to analyze the remaining data inductively.

However, the data were searched through a second time by the researcher for those categories and themes identified in the literature. These included: emotional supports such as positive classroom climate, minimizing negative climate, attending sensitively to individual student needs and emphasizing student interests and autonomy (Birch & Ladd, 1998; Hamre & Pianta, 2001; Howes & Hamilton, 1992); organizational supports such as providing clear expectations, pro-activeness, redirection, effective

classroom structures and routines (Bohn et al., 2004; Brophy & Good, 1986; Stronge, 2007); and instructional supports such as meta-cognitive strategic instruction, scaffolding, individualized instruction, motivation, timely and process-oriented feedback, and questioning (Gnadinger 2008; Hamre & Pianta, 2004; Wharton-McDonald et al., 1998). If found these were added to the emergent codes.

In all, 205 codes were identified from the 314 pages of transcribed data. These codes were reduced to 52 themes derived by looking at the literature, by frequency of occurrence in the data and from the research questions. Thirteen categories identified from the CLASS model and the research questions were used as headings and sub-headings under which the 52 themes were subsumed (Appendix N).

At the outset of the presentation of the evidence used to answer each research question a table is given identifying the categories and themes used to answer each question. Each category is used as the broad heading under which each of the relevant themes is discussed.

The presentation will give all evidence found but will not compare the evidence across classrooms. This stance was adopted by the researcher because the evidence revealed very little differences in both the teacher-student and student-student interactions across Classroom A and Classroom B. Therefore the researcher made the decision to blend the results. However, there was one significant difference found in the student-student emotional supports across the two classrooms which the researcher felt may be attributed to the length of time each effective teacher had been with students so far for the 2010-2011 school year. The researcher chose to address this difference in Chapter 5 where the discussion of the findings of Research Question 3 Part A (Teacher-

Student Organizational Supports and Student-Student Interactions) is presented.

Research Question 1. Teacher-Student (T-S) Interactions

How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms, interact with their students in terms of providing organizational, instructional and emotional supports?

The researcher utilized three categories and 16 themes (Table 2) from the analyzed data to answer Research Question 1 in three parts. In Research Question 1: Part A, the teacher-student organizational supports found in the data are presented. In Research Question 1: Part B, teacher-student instructional supports are given. Finally, in Research Question 1: Part C, the teacher-student emotional supports are presented. Evidence for each element of support found in the data is fully described. The researcher felt that even though this approach to presenting the findings resulted in lengthy sections and sub-sections, the qualitative nature of the study necessitated the following “thick, rich descriptions” of the findings (Geertz, 1973).

Research Question 1 Part A. Teacher-Student (T-S) Organizational Supports

The evidence found the following teacher-student organizational supports: routines and procedures, rules and expectations, refocusing strategies, teacher attributes, and democracy. Evidence found for each of these organizational supports is fully described in keeping with the descriptive nature of case study qualitative research.

Routines and procedures. In both classrooms instruction took place within a well-defined structure of routines and procedures. There were routines and procedures for

Table 2

Data Categories and Themes Relevant to Research Question 1

| Research Question 1 | Data Categories and Themes | | |
|--|---|--|--|
| How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports? | Teacher-Student Organizational Supports | Teacher-Student Instructional Supports | Teacher-Student Emotional Supports |
| | <ul style="list-style-type: none"> • Routines and procedures • Rules and expectations • Refocusing strategies • Teacher attributes • Democracy | <ul style="list-style-type: none"> • Fun activities • Accountability • Motivation • Tools for learning • Varied instructional materials/media • Varied instructional strategies • Scaffolding | <ul style="list-style-type: none"> • Building positive affect • Tools for social interaction • Opportunities for social interactions • Caring interactions |

arrival, for each activity engaged in throughout the day, for dismissal, and for entering and exiting the classroom. Each of these is described below.

In Classroom A, the Grades 3 and 4 classroom, the teacher reminded students as they filed into the room from morning care each day, to put away lunch boxes and backpacks, hand in the homework, sharpen pencils and respond to the morning message. Students in Classroom B started each day by putting away their lunch boxes and backpacks and sitting quietly in a circle in the morning meeting area. Each morning meeting in both classrooms ended with a discussion of the posted schedule of the day's activities and how these were expected to be accomplished. If the day's schedule was

going to be unusual, both teachers were careful to explain after the morning meeting that, “Today, we are going to have a different kind of day.”

Before the start of any instructional activity, both teachers waited until all students were in the “ready positions” before beginning instruction. The “ready positions” included hands folded in laps, feet still, and eyes focused on the teacher.

Both teachers gave clearly defined procedures for each activity. In Classroom A, for example, the teacher introduced the extensions menu (activities to do when assignments were completed early) while students sat in a circle. She described each activity - U.S. Puzzle, Brain Quest, Space Bingo, Opposites, Scattergories, Memory Match, and Math Multiplication cards. Then she demonstrated how to come to the menu basket, choose an activity, place a magnet on the star next to that activity on the roster posted on the filing cabinet so that other students would know which activities were already taken.

In both classrooms posted procedures directed the movement from one rotation station to the next (at the sound of the first bell, clean up the rotation and leave it ready for the next group, wait for the second bell then move quietly to the next rotation). Both teachers also posted schedules to direct students to their rotation stations each day.

In Classroom A, students practiced moving to and from one or two rotation stations for two days before the teacher finally launched all rotation stations on the third day. In Classroom B, students had to stay focused, and keep it quiet at their rotation stations. Both teachers used a bell to signal the end and beginning of activities.

These routines and procedures seemed to be more needed on Mondays and whenever students returned from extended breaks. The first observation in Classroom A

occurred on the Monday students returned from Thanksgiving break. There were many more instances of off-task behaviors and negative interactions on this day than on any other day of observations. The teacher referred to this phenomenon as the “Monday syndrome” which according to her occurred because students had spent time away from the classroom with its predictable routines and procedures. The researcher observed that as the day and week progressed, students’ focus, attention and behavior steadily improved. The “Monday syndrome” was not as apparent in Classroom B. The teacher told the researcher that she spent time refocusing students in the cafeteria each morning, reminding them of the rules and expectations before bringing them to the classroom.

Dismissal procedures in both classrooms included copying homework, giving announcements/reminders and a prayer circle. In addition to these, dismissal procedures in Classroom A included journaling about accomplished goals and goals yet to be accomplished, and having teacher-student individual conferences.

Routines and procedures in both classrooms also included particular places for everything including cubbies for personal items, graded work, and homework; binders with tabs for particular subjects and activities. One binder in Classroom A was used for communicating back and forth between home and school. It consisted of compartments for school news/classroom news, homework, “super-duper” work to keep, and parent/teacher communication. Students’ chairs all had covers with attached pockets at the back in which they kept their binders and folders. Individual supplies were kept in students’ desks. A pencil box with at least two sharpened pencils was kept on each student’s desk. There was a place for classroom materials and supplies such as stapler and pencil sharpeners.

Each classroom also had well-organized shelves of books and other reading materials and a system for re-shelving reading materials. In Classroom A, the teacher had written each child's name on a paint stick which the student used to mark the spot from which he/she had taken a book. Both teachers insisted that students replace items in their correct places and clean up after themselves. At the end of each day, students in both classrooms vacuumed rugs, cleaned desks, emptied trash, and completed all other chores needed to have the rooms ready for the next day's learning activities. Job charts were posted in each classroom.

The teacher in Classroom B shared that the entire school placed great importance on routines and procedures and that their principal had directed them not to begin academic instruction the first week of school but to spend the time practicing the routines and procedures for the entire year. The teacher in Classroom A was still introducing procedures when the researcher visited because she had been on maternity leave and had only been in the classroom two weeks prior to the start of observations. She explained that her students had to unlearn the "procedures" followed by the substitute teacher at the same time that they were trying to learn her routines and procedures. Both teachers spent at least 30 minutes at the beginning of each day discussing the routines and procedures for that day's schedule of activities.

Rules and expectations. The evidence showed collaborative family rule setting, rules and expectations for work and conduct, and rewards and consequences related to the rules.

The rules in both classrooms were built on the word FAMILY (F-friendships that last forever; A-act safely; M-maturity; I-in everything be respectful; L-live, laugh and

learn about life; Y-you can achieve all with Christ). These rules were a collaborative effort between teacher and students and were made at the start of the interactions between teacher and students (the beginning of the school year in Classroom B and two weeks before observations in Classroom A because the teacher was on maternity leave). Each student's personal goals for building up the family were posted on a bulletin board next to the family rules. Both classrooms had posted rules for small group rotation activities. Examples of these were: use whispering voices, keep activities and games neatly organized, have polite attitudes, spread out during rotations and clean up after each rotation.

In addition to these rules there were expectations for work and conduct in both classrooms. The teacher in Classroom B shared her expectation that students would all show growth (the theme in this classroom was: Growing with Jesus) and be at or above grade level by the end of the school year. On the first day of observations in Classroom A, the teacher and students had come up with a list of behaviors that students needed to demonstrate in order to earn a reward at the end of the week. These included: getting work done (if anyone got off track students needed to redirect in a kind way); turn in homework, follow the Noise-O-Meter (a chart with noise levels: Quiet, Whisper, and Talk), take turns speaking and listening, keep work spaces organized, keep the room organized, work as a team; focus better with good eye contact; help those who are struggling after they had read the directions and tried first; and make room for everyone when meeting as a whole group or small group.

There were rewards and consequences attached to these rules and expectations. Whenever students in Classroom A displayed one of the expected behaviors, the teacher

moved the marker (a star) a few places forward on the posted chart that tracked their progress. The students had a party at the end of the week if they were able to reach the celebration mark on the chart. The teacher in Classroom B, announced throughout the day which table was winning the on-going “following directions” competition. In both classrooms, positive, on-task behaviors were rewarded with compliments, nods, and smiles from teachers. Negative or off-task behaviors were punishable by time off recess, a note or phone call home or (in Classroom A) standing by the door outside the classroom until the teacher could confer with the student. In several instances the teachers chose to ignore the negative behaviors choosing instead to compliment the students who were displaying the desired behaviors. (“I’m seeing some great posture. Great listening, Table 2.”)

Refocusing strategies. In spite of well-defined routines, procedures, rules and expectations, students in both classrooms were found to be off task at times. Both teachers used a variety of refocusing strategies such as reminders, compliments, carefully executed transitions, waiting, and using correcting/threatening language.

In Classroom B, students were not allowed to ask questions of the teacher if she was working with a small group. When a student forgot, she made eye-contact and ran her finger across her lips to signal, “Zip it.” She also used other signals such as clapping, and ringing the bell followed by comments such as, “almost done; let’s bring it down a little; your team will lose points.” Once when students did not respond to the bell she reminded them that the bell means that there is an emergency and they were to stop, look and listen.

Sometimes she said the name of a student to redirect him/her. She also used humor such as using a puppet and saying in a puppet voice, “I’m hungry” to get students to bow their heads for the lunch time prayer. Other strategies included counting in Spanish (after reading *Esperanza Rising*), turning on and off lights and reminding students to be seated.

The teacher in Classroom A used reminding language such as, “Let’s see who remembers the proper way we sit when we’re listening; let’s not allow anyone or anything to keep us from getting to our goal; I see some of you are really trying hard to follow the procedures; let’s remember our hopes and dreams; let’s try that again with raised hands.” The researcher noted that the existence of the posted procedures facilitated the redirections.

Both teachers responded to off-task behaviors by complimenting the students who were “trying hard to listen.” Other compliments included: “I’m seeing some great posture right now. I’m seeing some great listening. I’m seeing maturity and responsibility.”

Like her colleague in Classroom B, the teacher in Classroom A also counted down to zero to refocus students. When individual students were off-task she walked over to the student and whispered. She told the researcher later that she was whispering reminders.

The teacher in Classroom B made use of transitions between activities. For example, one morning at 10:20 as students were transitioning to reading rotations, she suddenly asked students to clear their desks and stand behind their tucked-in chairs. Then she announced, “We have to get rid of some of these wiggles before we start reading rotations.” She then led the class in a brain exercise in which they stimulated their “brain

buttons” by crossing and uncrossing arms, touching toes, and so on. She did this several different times during the observations.

Like her colleague in Classroom B, the teacher in Classroom A also made use of transitions. Students were to sit quietly with hands folded to signal that they were ready for the next activity. She also gave students feedback on what they did well while transitioning (correct posture, organized pencil boxes, kind neighbors helping to straighten desks, and getting out materials for math). She also made use of a period of quiet time after recess to help students make the transition to the afternoon activities. During this time students completed unfinished work, conferred individually with the teacher but not with each other. The importance of this refocusing strategy was highlighted on the third day of observations when there was a school-wide lock-down drill just as recess was ending. Afterwards students were not given the usual quiet time to refocus and the rest of the afternoon seemed to be marked by more off-task behavior than usual.

In Classroom A the teacher responded to disruptive behavior by most of the class with, “Let’s wait.” The researcher asked her what she was thinking during this waiting time. She said the waiting time was for her. She used it to calm down and sometimes she would say a quick prayer because she never wanted her students to see her out of control.

In a few instances both teachers used correcting/threatening language to refocus students. This included (from Classroom B), “Your group will lose points;” and from Classroom A, “I don’t appreciate the noise; you’ll have to leave the circle if you’re not ready to listen; swimming class will be canceled if you don’t finish; during lunch time

you'll have to practice moving from rotations stations unless you show me that you have not forgotten."

Teacher attributes. Teacher attributes included staying in close proximity to students, intentionality, pro-activeness, and planning (Brophy & Good, 1986; Mohan et al., 2008; Stronge, 2007).

Both teachers remained in close proximity to students as they worked. They walked around from group to group and from station to station, directing and redirecting, answering questions, guiding and helping students to complete tasks. Off task behaviors were spotted and student frustrations addressed. The importance of teacher proximity was especially apparent on those occasions when the teacher left the room for an emergency and some students were immediately off-task.

The teacher in Classroom B seemed to be aware of what each student/group was doing even when she was working with a small group. She demonstrated this by redirecting an off task student in another group, reminding another group of where they should be meeting and walking over to help a student who needed support.

Both teachers were also intentional about organizing groups and supplies to minimize off- task behaviors. Intentionality is defined as "acting with knowledge and purpose so that young children will acquire the knowledge and skill they need to succeed in school and in life" (Epstein, 2007, p. 1). Evidence of teacher intentionality included:

- Posting the to-do list each morning so students could "pace themselves" throughout the day.
- Organizing binders so that there would be "no random papers in students' desks."

- Teacher admission to the researcher: “I like to have things organized so that students can have an example. I believe that it affects the environment. If things are chaotic and out of order I think that affects their work.”
- Collaborative rule creation so that students would take ownership of everything that took place in the classroom.

In both classrooms the teachers were proactive in their management of the classroom, anticipating problems before they arose and putting guidelines in place to prevent disorder. In Classroom A, the teacher had students practice moving to and from rotation stations because she said it could become chaotic if not well planned. She also anticipated the questions and problems students would have with tasks. For example, before taking students to the computer lab to complete an assignment she demonstrated how to navigate each website and modeled how to complete each task. She used a Noise-O-Meter (a chart with Quiet, Whisper and Talk) to control the noise level in the classroom, changing the selection to suit the learning activity.

The teacher in Classroom B responded to students’ restlessness by having them take a break and do brain exercises before moving on to the next activity. She also spent a good deal of time each Monday morning in the cafeteria with her class reminding students of the expectations, routines and procedures in order to minimize the “Monday Syndrome.”

Both teachers reported spending time during the summer vacation planning units of study for the new school year based on the standards. In addition, these teachers thought about students on their days off, thinking about how to make their interactions more effective. The teacher in Classroom A, told students that she had been thinking

about them during the weekend when she went shopping and had bought a space chart to help them monitor their progress in completing classroom goals. The teacher in Classroom B said that in addition to the yearly unit plans, she spent Saturday night or Sunday planning lessons for the coming week.

Democracy. Finally, both classroom teachers used a democratic style of classroom management allowing voting, choices, taking turns, and sharing power with students. Students in Classroom A voted on behaviors that they needed to display in order to get a reward. These included: work as a team, turn in homework, focus better with good eye contact, and help those who are struggling, keep the room organized. They also voted on what the rewards should be including: movie and popcorn day, ice-cream party, jeans and hat day and board games day. In this classroom students were also given a range of choices in extension and rotation activities, and in working with or without a partner. Making of the classroom rules was a collaborative effort between the teacher and students.

In Classroom B, students chose the morning greeting, decided how they were going to present their learning from assigned projects (poster, power point, skit or models), took turns using limited resources like computers, and were allowed to lead the grand conversations arising from the book they were reading. The researcher noted in the margins of the observation protocol that “both teacher and students hold the reigns of this class. Sometimes she allows students to lead but they always know when she is ready to take back the reigns and immediately respond. It’s an incredible balance of power.”

However there were some “non-negotiables.” In Classroom A, for example, the teacher asked students to list all the choices they had (quiet time, rotations, songs, and

partners). Then she had them list the things they didn't have a choice about (following directions, homework, to-do-list, schedule, procedures). She insisted that there be no sighing, whining, or complaining about these because they were "non-negotiables" and refusing to do them is called disobedience which would be followed by consequences. One student who failed to follow directions was asked to leave the classroom. The student chose instead to remain in the circle and follow the teacher's directions. When the researcher asked about this later the teacher said the students understood that they had a choice to either leave the room or follow the directions.

Summary of RQ 1 Part A. Organizational supports. The question asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms, interact with their students in terms of providing organizational, instructional and emotional supports? Evidence presented in Part A of this question answered the question with regard to the organizational supports provided by effective teachers. The study found that in terms of providing organizational supports, effective teachers interacted with their students by:

- Providing routines and procedures for arrival, for each activity engaged in throughout the day, for dismissal, for entering and exiting the classroom, and for keeping classroom and individual student supplies organized;
- Creating rules and expectations collaboratively with students, and having rewards and consequences attached to these rules;
- Using a variety of refocusing strategies such as reminders, compliments, transitions, waiting, and using correcting/threatening language;

- Utilizing teacher attributes such as proximity, intentionality, pro-activeness, and planning; and
- Having a democratic style of classroom management.

Research Question 1 Part B. Teacher-Student (T-S) Instructional Supports

Research Question 1 asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms, interact with their students in terms of providing organizational, instructional and emotional supports? In this section (Part B), evidence found for teacher-student instructional supports is presented. Evidence revealed that teacher-student instructional supports in both classrooms were marked by fun activities, holding students accountable for their learning, motivation, equipping students with learning tools, varied instructional materials/media, varied instructional strategies, and scaffolding. Evidence for each of these findings is described below.

Fun activities. The teachers used riddles, songs, role playing, hands-on activities, games and celebrations to make learning fun for their students. These “fun activities” are developmentally appropriate instructional practices that keep students actively engaged, removing the frustration from learning and enabling students to experience the learning both cognitively as well as socially and emotionally. Researchers (for example, Cheng, 2010) who have studied the effectiveness of these practices have found that they advance the development of students’ language, cognitive and social skills.

During the morning meeting the teacher in Classroom A used a rhyming game to review parts of speech with students. Extension and rotation activities included several games to review, and reinforce learning, and to introduce new concepts. Students reviewed their times tables daily by singing songs. A student in Classroom B said, “She

makes learning fun, giving us riddles, songs, and poems to help us remember.”

In Classroom A, these included making a model of a butterfly life cycle by gathering twigs, seeds, and leaves from the playground “instead of answering 25 questions” on butterflies.

During a math lesson on mixed numbers, the teacher in Classroom B gave students cookies to model mixed numbers. Students ate parts of the “fractions” and told what was left. One student later told the researcher, “She makes learning fun. Math gets boring for me. So when she adds something sweet and fun and yummy, I tune in.”

To introduce the new science topic, The Circulatory System, the teacher made a model of a “wacky, tacky heart” and its compartments on the floor with masking tape. Two students role played each lung. Then, using a red stick for oxygenated blood and a blue one for non-oxygenated blood, she walked through the compartments of the “heart” giving a commentary on what was happening to the blood at every stage of the ‘trip.’ She then “volunteered” students to do the same, reminding them to identify each compartment they were in and what was happening there. By the end of the lesson students were explaining how blood flows to and from the heart, naming the different arteries and veins and compartments of the heart.

After students had completed all assignments for the week, the teacher in Classroom A, had a celebration, allowing students to decorate gingerbread cookies and eat them in class. One student said that she liked being in this class because, “you get to have fun and still learn.”

Accountability. The teachers held students accountable by fostering responsibility for learning, and by assessing student learning.

Students in Classroom A were given a to-do list each day and the teacher conferred with each child at the end of the day about completed assignments. Unfinished classwork became homework. Students were also responsible for preparing for tests. If tests were assigned, students had to report at the morning meeting how they prepared for the test. In addition they had to present the evidence of their preparation (notes, worked examples, etc.). Once, when a project was due a student asked for an extension. The teacher said that she had given students enough time and the student needed to submit the assignment that day even though it meant losing points for unfinished parts. On the day the assignment was due students who did not submit it lost 10% off their grade. Students were held accountable for what they could do. The teacher told one student, "I don't see you trying. I won't do the work for you."

In Classroom B, students had to stand up after most lessons and say something they had learned from that lesson before they were allowed to sit. Even though students did some assignments with partners or in groups, each student was held accountable for his/her part of the assignment. For one assignment, the teacher reminded students that they had roles and that she expected students to fulfill those roles even if those roles weren't their comfort zones. Every few days each student had to give a progress report on their part of the project.

The evidence also revealed instances of independent work which allowed students to take responsibility for their own learning and not always be dependent on their partners or group members. The teacher in Classroom B reminded students that it was their responsibility to do their work correctly. She was just there to help them. She would only give guidance but always allowed the student to find the final answer for himself/herself.

One student told the researcher, “I get lots of tips and examples, but she never gives me the answer.” The students in this class were also held accountable for writing down their homework assignments and completing them.

Both teachers used a variety of assessment tools and strategies in order to establish and maintain accountability. In Classroom A, the teacher daily collected and graded students’ assignments and gave feedback and suggestions for improvements.

After rotations students were given feedback about what went well and what they needed to keep working on. They were also required to share their learning from the rotation activities. Students each had a contract listing all the rotation activities they were required to complete. At the end of each week, these contracts were reviewed by the teacher and a reading grade assigned. Students self-assessed their writing, listing three things they did well and three things they needed to work on. The teacher said that she did this so “students would interact with their writing, and see how they’re improving to meet their goals.” At the end of each day, students filled out a homework log identifying what they did well, what they had trouble with, and what they needed to work on. The teacher signed each log after a brief conference with each student and added comments.

The students in this classroom spent most of their time practicing concepts independently, with a partner, or with group members. The teacher’s instruction was confined to brief mini lessons. When the researcher asked her about this she explained that her philosophy was to give students more time to practice their learning and to show what they know rather than sitting and listening to her for long periods of time. Students were also formally assessed with end of unit examinations, weekly tests and portfolio assessments. Self-assessment was a regular part of math activity. Small groups of

students met with the teacher and used red pens to grade the previous day's assignment. The teacher reminded students of the rules for grading before beginning ("no changing or celebrating").

The teacher in Classroom B told the researcher that when she assessed students, she was not doing so to see who was getting 100%, but who was improving. She met with students individually to confer about their writing. The conference followed this pattern: the student read aloud the piece with no interruption from the teacher. Then she pointed out what needed work - indenting, conventions. Then she pointed out what students did well - staying focused, creativity, great supporting details, good word choice, and organization. She used a rubric to check off what was good and what students needed to work on. Then she praised the student on his/her "authentic voice" or "excellent growth as a writer."

Like her colleague in Classroom A, the teacher in Classroom B graded students' rotation activities, giving immediate feedback, but she did not grade every written assignment. Students in this classroom also graded their own math assignments and had to tell the teacher their grades afterwards. Each day she called individual students to her desk to confer about missing work and about general progress. Unlike her colleague in Classroom A, she did not confer with every student every day. Students were given a rubric to guide them as they completed projects. They were expected to use the rubric to self-assess as they progressed in the project.

Motivation. Both teachers used a variety of strategies to motivate students including positive feedback, applying learning to real life, high expectations, raising interest level, consequences, and academic choice.

The teacher in Classroom A gave students feedback about what they were doing well and what needed to be improved. For example, she suggested to one student to organize her story into paragraphs. She commended another for giving details and suggested using rich words. The teacher in Classroom A also used encouraging words to motivate students (“You can do it.”) Examples of positive feedback observed in Classroom B are: “I heard a lot of good reading; you decoded well and read at a good pace; think of yourself as an awesome wonderful person who can achieve anything.”

The teacher in Classroom B let her students know why they needed to learn new concepts such as learning fractions to calculate the discounted price of a pair of designer boots, and proper handwriting for job application and letters to a girl (“not chicken scratches”).

This teacher in Classroom B shared her academic goals for her students, expecting them to all be on grade level by the end of the year and pushing them towards that goal daily. She said that she confers with her students about the results of tests and exams pointing out their growth and setting new goals for the next marking period.

Before starting a new literature book the teacher in Classroom B said that she motivates students with a story, a little activity or “something to get their interests level up.” Both teachers allowed students freedom of choice of topics for research in science and social studies.

Learning tools. These included the application of concepts to real life situations, learning the processes not the answers, giving students ways of remembering concepts, and giving students learning tips.

The teacher in Classroom A, urged her students not just to memorize the Bible text for the test. “Memorize it for life.” The teacher in Classroom B began instruction by discussing with students how the concept was used in the real world. For example, students suggested that fractions were used in cooking ($\frac{1}{2}$ cup of water), in the building industry (tiles), and in driving ($\frac{1}{2}$ a mile). Teacher ended with, “Fractions are needed every time we need a part of something.” She concluded the lesson on equivalent fractions with, “When would I need this kind of math in the real pizza world?” A student answered, “When your family is large.” When she introduced the new vocabulary word crochet, she showed students a ball of crochet thread and told them about a knitting club at the school and she was inviting the boys to join.

During one math lesson, students in Classroom A raised their hands to give the answer to the problem the teacher had written. The teacher told them, “I’m not interested in the answer but in the methods you used to get the answer.” She continued to give students several problems telling them to solve them in their heads and tell her step-by-step how they found the answers. She told the researcher, “My rule is guidance. Whenever I help students, I model for them. I never give them the answer. Sometimes I re-read the problem. Sometimes I point to a key word.” But the researcher observed that she did tell students how to spell unknown words when they asked her. The researcher was expecting her to refer to a tool she had given them. When asked about this later she said the point of the assignment was not the spelling and she didn’t want the students to become stuck on the spelling and miss the point of the assignment (comprehension).

Like her colleague in Classroom A she too reminded students, “It’s not the answer. It’s the process. When we’ve learned the process, we’ve learned the math.” She

refused to accept answers from students until they had clearly explained the processes.

In Classroom A the teacher taught students songs to remember their times tables, used rhyming games to learn parts of speech, and posted lots of charts on bulletin boards around the room to remind students about math, science, social studies, and language arts concepts. She also gave tips for remembering how to count weeks and days on the calendar (“Jump down to count the weeks. Jump to the side to count the days.”)

The teacher in Classroom B used little sayings to help students remember steps in a process. For example, when dividing to change an improper fraction to a mixed number, “the top number goes in the house and the bottom number stays outside.” Later she reminded students, “top dog in the house.” When changing a mixed number to an improper fraction she reminded students, “Bottom, times side, plus top, over bottom.” In clarifying how to find the lowest common multiple (LCM) of a set of numbers, she reminded students to ask, “What are the answers to the 3 tables and the 5 tables? Which answers are the same? Which one is the lowest?” Students told the researcher that she also made up songs, poems, and riddles to help them remember concepts.

Students in Classroom A told the researcher that the teacher had taught them strategies to use when they have learning difficulties. Strategies included: skip the question and come back to it later, re-read the question, and look for clue words.

Instructional media, materials, and strategies. The two teachers observed did not differ much in their use of instructional materials. Both used a variety of media including computers, the internet, overhead and digital projectors, white boards, film clips, DVD’s, real objects, charts, and books. The teacher in Classroom A used a digital projector to instruct students in using an online writing program (WPP Online). Students

spent time in the computer lab doing research for their end-of-unit project. She showed a film clip on spiders to give background knowledge for the text students were reading. She used real eggs in one lesson and brought in tea-cakes to help students “experience” the read aloud selection, “Saturdays and Teacakes.” Digital stories on discs and online were used at rotation stations and an overhead projector was used to illustrate math concepts.

In Classroom B, students used the internet during rotation stations for vocabulary activities. The teacher used the digital projector to show a film clip which she used as a prompt for students’ writing. Students also used the internet to do research for their science project. This teacher was constantly using real objects for demonstrations such as crochet thread to introduce a new vocabulary word, and cookies to teach fractional parts of a set. She also used posters and charts to introduce and to reinforce concepts.

Instructional materials also included a pre-packaged curriculum for literacy which both teachers combined with other curricula, text books, and standards to plan instruction for students. Both teachers explained that they used text books and curricula only as resources. They teach the standards. The teacher in Classroom A said, “I don’t want to say, ‘Oh I finished the text book.’ I come up with lessons and activities that group a lot of the different standards to be covered. That’s how I plan. I teach in units.”

A variety of instructional strategies were used by both teachers. These included reviewing to activate background knowledge, hands-on activities, modeling and role playing, shared and guided reading and writing, using graphic organizers, and cross-curricular activities.

Each teacher began instruction with a review of previously learned concepts. In Classroom A, instruction in conversion of time measurements began with a review of

units used to measure time and the relationships between these units. Before sending students off to their literacy rotation stations the teacher reviewed metaphors, similes, ABC order, limericks, and couplets. The teacher in Classroom B reviewed fractions by asking students to draw a donut and put sprinkles on top. Then they were to “eat” half of the donut. Then eat half of the half that was left. She asked, “What fraction is left?” Students said, “1/4.” She showed how that could be changed into an equivalent fraction by multiplying by three or four or anything else. Then she asked students to verbalize what was reviewed. Students’ responses included, “We can cut anything into many small pieces. If we keep multiplying the pieces we have the same amount.” A student reminded, “We must multiply both the numerator and denominator.”

The teacher in Classroom B made a “wacky tacky” model of the human heart which students used to role play the various elements of the circulatory system and their roles, and she used different students to represent various parts of a prepositional phrase. To reinforce algebraic equations, students used models to represent various elements of the equation, manipulating elements to add, subtract, multiply and divide. Students also role played different vocabulary words from their text, ‘Esperanza Rising.’

In Classroom A, the teacher and students did a shared writing of an acrostic poem on arachnids. As students gave suggestions, the teacher refined and wrote the suggested line. She told students, “I’m doing this now so that later you can do this on your own.” During the shared reading lesson on spiders, she led students in discussing what was good about the piece - interesting introduction, background, sequencing words, good information (research), explanations, smooth transitions, and rich words. After the reading, students suggested an alternative title for the piece.

In Classroom B, the teacher and students daily did a shared reading of the book, “Esperanza Rising” noting elements of author’s craft such as development of plot and theme and the growth of characters.

Both teachers made use of the guided reading strategy, meeting with small groups of students during rotation activities to guide their reading fluency and comprehension. In Classroom A, students were learning to read for the main idea and supporting details. They practiced the skill in groups of four under the teacher’s guidance. In Classroom B, one small group was reading, *Female Sports Stars* with the teacher. She began by asking students to make predictions by looking at the title of the book. Then students said the names of the characters before reading and discussing the introduction. Students then took turns reading. The teacher stopped the reading occasionally to ask reflective questions (Do you think she’s doing this just to win?). After the reading students identified and discussed the meanings of the new vocabulary words.

Instructional strategies also included cross curricula activities in both classrooms. The teacher in Classroom A used the unit on insects to plan reading and writing instruction for that unit. Students’ reading, writing and science were interconnected. While this cross curricular instruction was not observed in Classroom B, the teacher told the researcher that she does a lot of reading and writing instruction during social studies and science units.

Scaffolding. Scaffolding activities took the form of individualized instruction, step-by-step explanations, limited instruction, teacher-refining of students’ answers, group work and helping.

Both teachers called students to their desks individually or in groups of two's or three's to confer and to help them complete assignments. Before moving to rotations stations or other group activities, teachers explained step-by-step what students were required to do. The teacher in Classroom A posted the steps for rotation activities. In addition, she conferred with each rotating group ensuring that they got started on their activity before she settled down to work with a small group. During shared reading and writing activities and even during math instruction, the teachers refined students' answers to more complete and accurate responses. During independent work they walked around the room redirecting, clarifying and helping students to complete tasks. Although teachers helped students in these ways they didn't give students the answers. They gave students tools and scaffolds and expected them to use these to find answers to problems. The teacher in Classroom A acknowledged that some students become too dependent on the scaffolds and are unwilling to tackle new challenges. She said that in those cases she has to redefine what helping is.

The students in Classroom B told the researcher that their teacher gave them this analogy about helping: "You don't just want to help a person by giving him something to eat for one night. You should teach the person how to fish and they will have food for every other night." In keeping with this belief, the teacher gave students research articles, suggestions, and examples of ways to present their end of unit projects. In addition they were given a rubric to guide their work. Instead of waiting for the due day of the project to begin assessment, students had to report on their progress every few days. In this way the teacher used assessment as a form of scaffolding for students.

The researcher noted on the observation protocol that before sending students off to do independent or group work the teacher gave students the instructional (modeling and demonstrating), emotional (compliments and corrections) and organizational (where each group will meet) supports that they needed to accomplish assigned tasks.

Summary of RQ 1 Part B. T-S instructional supports. Research Question 1 asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms, interact with their students in terms of providing organizational, instructional and emotional supports? Evidence presented in Part B of this question (in the foregoing section) answered the question with regard to the instructional supports provided by effective teachers. The study found that in terms of providing instructional supports, effective teachers in multi-grade parochial classrooms interacted with their students by:

- Providing fun activities including riddles, songs, role playing, hands-on activities, games and celebrations;
- Holding students accountable for their learning through release of responsibility and assessments;
- Motivating students through positive feedback, applying learning to real life, assessment, high expectations, raising interest level, consequences, and academic choice;
- Providing learning tools such as application of concepts to real life situations, learning the processes not the answers, giving students ways of remembering concepts, and learning tips;

- Utilizing varied instructional media, materials, and strategies including computers, the internet, overhead and digital projectors, white boards, film clips, DVD's, real objects, charts, books, shared and guided reading and writing, hands-on activities, cross-curricula activities, and graphic organizers; and
- Providing scaffolds such as individualized instruction, step-by-step explanations, limited instruction, teacher-refining of students' answers, group work and helping.

Research Question 1 Part C. Teacher-Student (T-S) Emotional Supports

Research Question 1 asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms, interact with their students in terms of providing organizational, instructional and emotional supports? In this section (Part C), evidence found for teacher-student emotional supports is presented. Evidence revealed that in their interactions with students, the effective teachers in both classrooms provided emotional supports such as building positive affect, giving students tools and opportunities for social interactions, and by demonstrating care for students. Evidence for each of these findings will now be presented.

Building positive affect. The teachers worked to create an emotionally safe learning environment by using morning meetings to foster belonging and inclusion, building a family atmosphere, openness, the use of a calm, quiet tone of voice, positive feedback and humor,

In each classroom the day began with a belonging ceremony called the morning meeting. At these meetings students sat on the carpet in a circle. Everyone had to be in

the circle and the teachers reminded students to “open up the circle so that when everyone comes there’s room.” The meeting began with a greeting that differed in the two classrooms. In Classroom A where students were younger, the teacher chose the greeting that was generally rhythmic and rhyming. In Classroom B, students were allowed to choose a greeting such as a baseball greeting in which a student would “throw a ball” to another student using a baseball term such as curve ball, homerun, base, etc. In both classrooms, students had to make eye contact with the person they were greeting, say the student’s name, and smile. Both teachers waited until all (or most) students were present before beginning the greeting. Both teachers usually ended with the question, “Was everyone greeted?”

After the greeting the teacher or students shared something inspirational or academic with the group. It was during the morning meeting that students in Classroom A reviewed parts of speech using a rhyming game. The teachers also used this opportunity to address any social problems that students were having with each other. One morning, the teacher in Classroom A did a demonstration with two eggs to show students how classmates may look tough on the outside but inside they are soft and may be hurting. She broke the eggs to demonstrate how feelings can be hurt by harsh words and unkind actions. Once broken, the pieces are very hard to put back together. She told students afterwards that she chose to do the demonstration because she had noticed some students being mean to others. During another meeting a student shared how she was missing her dad. She began to cry. The class formed a circle around her, prayed for her and gave her hugs.

In Classroom B, the teacher reminded students to pray for the family of a student

who had lost a loved one. Another student thanked the class for praying for her friend who was doing much better. One morning the teacher had students greet the person who irritated them the most that week. Students responded with lots of laughs and smiles. Some students were surprised to learn that they had irritated their classmates. The teacher told them that she had taken a chance with that. She continued, “Some of you were surprised and some of you had to think and think. But that’s what it means to be a Christian. People annoy you but you don’t shut them out because of it. We’re building bridges here.” The next day students had to say something positive to the person on their right. Comments included: “I love your smile; you’re funny; you’re a skilled artist; I love the way you carry through with your responsibilities; I like your hair; and you’re nice to be around.”

It was during the morning meeting that students learned to listen to each other without interrupting. Once the teacher told a student, “I don’t like it when you raise your hand when someone else is speaking. It makes it seem like what the person has to say is not important.” Both teachers reminded students how to show respect to the speaker (eye contact, hands and feet still).

The rules in both classrooms were built on the word FAMILY (F-friendships that last forever; A-act safely; M-maturity; I-in everything be respectful; L-live, laugh and learn about life; Y-you can achieve all with Christ). Everyone was expected to be part of the family and on the researcher’s first day of observations in both classrooms, she was introduced as a new member of the family. The teacher in Classroom A said that she emphasized the word family because so many students had come from so many different family structures and some of them “feel like they don’t belong or lack a sense of

wholeness.” Each student’s personal goals for building up the family were posted on a bulletin board next to the family rules.

From the outset, the researcher noted the openness with which the teachers addressed matters in their classrooms. On the first day of observations, the teacher in Classroom B addressed what she referred to as a “housekeeping matter.” A student was disrespectful to the teacher who supervised students in before-school care. She asked if the student would identify himself. He didn’t. She said she was surprised because usually students knew when they had done wrong. She asked the other students to identify the person who was disrespectful. They did. The teacher explained that the teacher in morning care was going through a very rough time with a new baby and family illness and students shouldn’t add to her burdens. She told the student that she would talk with him at lunch and decide what the consequence would be. She thanked the other students for being good examples for the younger ones.

When the researcher asked her later about this openness she said she had told her students from the beginning that “there is very little we can hide from each other in such a small environment. If you see it, it’s not private anymore and we need to address it openly because it could be a learning experience and we don’t want to address it again.” For her, that was part of being a family.

In Classroom A, family matters were not always discussed as smoothly. Students sometimes talked back to each other and there was some negative feedback. The teacher reminded the researcher that she had only been with students for two weeks when she (the researcher) visited and although they were making progress they still had a lot to unlearn from the previous 12 weeks when they were with a substitute teacher. Both

teachers told the researcher that it takes time for students to bond with each other and be trustful.

The teacher in Classroom B used humor throughout the day to diffuse uncomfortable situations such as when a boy disrupted the class by shouting out, “Somebody farted.” The teacher’s only response was, “Don’t say that word in front of the girls.” Everyone laughed. When students were struggling with the Spanish words in their text teacher joked about it and the whole class burst into uproarious laughter.

Tools for social interaction. In both classrooms the teachers gave students tools for responding to misbehaviors and for conflict resolution. They also gave students explicit instructions in social skills development.

On the second day of observations, during the morning meeting, the teacher in Classroom A introduced students to the “debugging” strategy. She described it as a way to handle problems in a mature way (the M in their FAMILY rules), using polite words, and the right tone of voice. She told them that the person “is most likely to listen if the correction is done in a polite way that doesn’t hurt their feelings.” The strategy followed these steps: Step 1, ignore but not in a rude way. The person being ignored should not even be aware of being ignored; Step 2, move away, take a bug (a red construction paper cut out) and place it next to you so that “I would know why you are out of your seat and that someone is bugging you.” If steps 1 and 2 don’t work, go to the other steps. Step 3, talk friendly. Step 4, talk firmly. Step 5, tell the teacher.

She used role playing to model the steps for students ignoring the student beside her who was biting his nails. She asked students to tell who was bugging her and whom she was trying to ignore. No one could tell. Then she explained who the student was and

what he was doing to bug her. She pointed out that in stage one the student should not know that he/she was being ignored. Then she proceeded to model how to use polite words to ask the student to stop if Step 1 didn't work. She ended with, "I want to teach you how to solve problems in a mature way - in a third and fourth grade way - without hurting anyone. Be positive." Although the word, "debugging" may have a negative connotation the positive way that it was modeled helped the students to accept and use it as a valuable strategy to help with socialization problems.

The teacher in Classroom A gave students advice for social interaction such as not to always ask a student why he/she is crying. "Sometimes kids cry just to let out emotions and approaching them while they're crying is not always the best thing." When students complained about the teacakes she served them she told them that when they are offered food they don't like they should refuse in a polite way. They should never complain about a gift even if it's not what they wanted. They should show appreciation and keep the negative comments to themselves.

In Classroom B, the teacher's advice to a discouraged group was, "Never compare yourselves to others. There will always be someone who has more. If you do you will always be miserable. Be proud of what you have done and present it with enthusiasm." She also advised her students to give each other time to regroup after an argument. She said, "When two people are in an argument, one might be ready to make up right away and the other needs time. Respect that time."

Opportunities for social interactions. Students were given opportunities for socializing through cooperative learning groups. There were several different group formations. Students sat at tables in groups of three or four. These groups were the most

dynamic, changing each Monday when teachers had to re-arrange their classrooms from the weekend activities. (Church activities are held in these classrooms on the weekend.) Students in Classroom B told the researcher that the teacher would put them to sit with “people we don’t like so that we could get along better.” The teacher confirmed this by telling me that sometimes students “get on each other’s nerves” and so she changes up the seating arrangements often to give them the opportunities to get along. She told them, “You never know whose mansion is going to be next to yours in heaven and are you going to say to God, ‘I don’t like my neighbor?’”

Students in these groups worked together on all practice activities. The teachers encouraged such helping interactions with comments such as, “I’m not hearing enough of ‘how may I help you?’ in the groups. I need more interaction.”

Reading rotation groups were based on reading inventories and were changed several times during the year depending on assessments. Students also did group projects together with each member playing a specific role (artist, researcher, moderator, and leader).

In Classroom A, students had to evaluate what they did well in their groups. Feedback (refined by teacher) included: started on time and cleaned up on time; worked together positively; responded promptly to the bell; quickly finding solutions to problems; positive attitudes when helping each other; and staying on task.

Caring interactions. Teachers demonstrated these by communicating with parents, being sensitive to students’ needs, respecting and trusting students, adopting a non-confrontational stance with misbehaving students, promptly resolving conflicts, and having regard for their students’ perspectives,

Teachers were in contact with parents and care-givers and were familiar with students' family circumstances. The teacher in Classroom B was working with the parents of one particular student to limit his time watching television and playing video games until his grades improved. The teacher in Classroom A invited the parent of one of her students to a conference about her child's academic progress and conduct. The student was fearful. The teacher assured the student that there were both positive and negative things to report and she was going to focus on the positive. The meeting was successful as evidenced by the noticeable change in the student's progress in both work and conduct the next day. When the researcher inquired about the change the teacher explained that the conference that had taken place the afternoon before after the researcher had already left for the day.

Both teachers showed sensitivity to students' needs by dealing with students' fears, frustrations and hurt feelings using encouraging words. Students shared their problems at the morning meeting and teachers facilitated prayers for these hurting students. One student began to cry during one meeting because she missed her father. The teacher had students make a circle around her and pray for her, and giving her hugs afterward. Another student who was experiencing difficulties at home was constantly misbehaving in the classroom. The teacher regarded this as a cry for help, corrected him in private, gave him important classroom jobs to do and validated him throughout the day. When the researcher asked the teacher at the beginning of the observations why this student wasn't being given the same consequences as others, she explained his difficulties and why he needed a different stance from her than the stance she had taken with other students.

Students were trusted to grade their own work and report their grade to the teacher. The researcher did not observe the teacher in Classroom B ever checking to see if students were being honest. She took them at their word. All grades were audibly reported: As, Bs, Cs, Ds, and Fs. If students misbehaved when the teacher left the room, they reported their own misconduct to the teacher if she asked about it upon her return. Students also reported if they were tardy or not when the teacher took attendance. Neither of the teachers left a student in charge when they had to leave the classroom. Both teachers told students they were responsible for their own conduct and didn't need to be watched by other students.

Respect for students was shown in the way the teachers corrected students privately for the most part. The teacher in Classroom A explained that she wanted to keep students' reputations and personal issues private. The teacher in Classroom B addressed an issue publicly if other students had seen the misbehavior. She called these "teachable moments" and said that she used them to discourage a repetition of the behavior by other students.

Names of misbehaving students were never written on the board during the researcher's observations. The teacher in Classroom B shared that she did that at times but not when there were visitors in the classroom. She said she did not want to embarrass her students. The teacher in Classroom A said she never did this because she did not want to remind students of every wrong thing they did. She said that she did not leave a student in charge of writing names of misbehaving students when she had to leave the room because she did not want such students to think that they were so well behaved that they earned the right to write other students' names for misbehaviors.

When there were conflicts between students, the teachers facilitated resolutions as soon as possible. In Classroom A, a student began to cry and the teacher asked what happened. Another student replied that a girl had said (about her friend), “Not slow like Celia” and that that was a mean thing to say. The teacher told him to leave them to solve the problem. When the student continued to cry the teacher called the two girls aside and had them talk about what happened. Both girls then started crying. The teacher said she was hoping that they could make things right. They went back to their seats and the researcher watched to see how they would treat each other for the rest of the day. When the researcher asked during the interview that afternoon what was good about the day the student who had made the “mean” comment said that she was sad that she made her friend cry but that the teacher helped them solve the problem and they were friends again.

In Classroom B, two students were “fighting” over a hula hoop during afternoon games one Friday (The researcher was not present). The hula hoop was broken as a result and neither of the students wanted to take responsibility for this. At the next Monday morning’s meeting, the teacher launched an investigation, calling on witnesses to say what happened. By the end of the meeting the student who was responsible accepted blame and said why she was to blame for the broken hula hoop. The teacher thanked her for being honest and told the class that there was no need to continue with the story. The researcher noted that the meeting lasted for fifteen minutes during which time students waited their turn to speak without interrupting and the teacher remained calm, speaking in an even, non-judgmental tone of voice.

Caring was also evidenced in the non-confrontational stance teachers took with misbehaving students. Both of them waited and then responded instead of reacting. When

a student in Classroom A refused to come to the morning meeting circle, the teacher told her that it would be a great opportunity to share the poem she had written the day before. The student brought her poem to the circle and sat beside the teacher. A student in Classroom B said, “Shut up” to one of his classmates. The teacher quietly said, “I know you’re fairly new to this school but we do not use that word here. It’s offensive.”

Sometimes both teachers ignored the misbehavior and chose instead to compliment other students who were displaying the desired behaviors. On one occasion, the teacher in Classroom A responded to a student’s restlessness by giving him an important job to do. This same student shouted out inappropriately during instruction. The teacher walked over to him and held his shoulders while she continued to instruct the class. Afterwards she spoke quietly to him and redirected him.

Teachers also demonstrated their care by seeking, acknowledging and valuing students’ perspectives. Students were free to express their views, offer suggestions, make choices and resolve their own conflicts. Although this was easily observed during the morning meetings it was also evident throughout the day. Students in Classroom A were working on their science project in the computer lab one day. The researcher observed that three students who were the most disruptive in the classroom were sitting together. Soon they began to talk loudly and socialize.

The researcher asked the teacher later why she allowed them to sit together. She said that it was their assigned seats for computer lab and it was important for them to know that she trusted them to get their work done. When they became too loud the teacher sat with them and suggested that each of them work on a different part of the assignment and share their answers later. Later when they began talking again she told

them it wasn't time for sharing yet. They refocused. During the interview that afternoon one of those students said that the best part of the day was working together and getting their work done.

Summary of RQ 1 Part C. T-S emotional supports. Research Question 1 asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms, interact with their students in terms of providing organizational, instructional and emotional supports? Evidence presented in Part C of this question (in the foregoing section) answered the question with regard to the emotional supports provided by effective teachers. The study found that in terms of providing emotional supports, effective teachers in multi-grade parochial classrooms interacted with their students by:

- Building positive affect through the creation of an emotionally safe learning environment by using morning meetings to foster belonging and inclusion, building a family atmosphere, openness, the use of a calm, quiet tone of voice, positive feedback and humor;
- Providing tools for socialization such as debugging;
- Providing opportunities for socialization such as working in cooperative learning groups; and
- Demonstrating care for students by communicating with parents and being sensitive to students' needs, respecting and trusting students, by adopting a non-confrontational stance with misbehaving students, promptly resolving conflicts, and by having regard for their students' perspectives.

Summary of Research Question 1

The first research question was: How do teachers, described as effective by their

supervisors, in multi-grade parochial classrooms, interact with their students in terms of providing organizational, instructional and emotional supports? The evidence revealed that these teachers were intentional about creating a well-organized environment with clear rules, expectations, routines, procedures and consequences to facilitate effective classroom interactions. In addition, they provided instructional scaffolds for students while holding them accountable for what they could do. These teachers used metacognitive strategies asking students to focus more on the problem solving processes rather than the answers. They were not bound by pre-packaged curricula but were allowed to use a variety of resources and media for instruction. Finally the teachers created an emotionally safe classroom atmosphere where students' needs and perspectives were considered and where they were given opportunities and explicit strategies for social interactions.

Research Question 2. Student-Student (S-S) Interactions

The second research question asked: How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other? Two categories and ten themes were used to answer this question in two parts. In Research Question 2: Part A, the student-student instructional supports found in the data are presented. In Research Question 2: Part B, student-student emotional supports evidenced from the data are presented. Evidence for each element of support found in the data is fully described in keeping with the "thick, rich descriptions" (Geertz, 1973) characteristic of qualitative research. The data categories and themes used to answer Research Question 2 are outlined in Table 3.

Research Question 2 Part A. Student-Student (S-S) Instructional Supports

Student-student instructional supports in both classrooms were marked by fun activities, students holding each other accountable for their learning, motivation, using varied instructional materials/media, varied instructional strategies, and scaffolding.

Fun activities. When students in Classroom B presented their projects to their classmates, one group included a rap song as part of their presentation. They also used models when they presented their science projects.

Accountability. The data revealed that students held their classmates accountable for what they could do by only giving them partial help like reading directions and questions when tasks were difficult.

Motivation. The evidence showed that students motivated each other by positive feedback and encouragement. During the feedback session after rotation activities in Classroom A, one student from each group reported what the group did well. Answers included: having positive attitudes and using positive language when helping each other. Students also motivated each other by reminding their partners of the external reward they would get if all work was completed. In Classroom B, encouraging words included: that's a great idea; it's amazing; never give up; try your best.

Scaffolding. Evidence from the data collected revealed that students were able to scaffold each other during whole group instruction, small group assignments, and individual work by reminding each other to stay on task. For example when a classmate interrupted the teacher's instruction by laughing out loudly another student said, "Shhh,"

Table 3

Data Categories and Themes Relevant to Research Question 2

| Research Question 2 | Data Categories and Themes | |
|--|--|--|
| How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other? | <u>Student-Student Instructional Supports</u> <ul style="list-style-type: none"> • Fun activities • Accountability • Motivation • Scaffolding • Collaboration • Varied instructional materials, media and strategies | <u>Student-Student Emotional Supports</u> <ul style="list-style-type: none"> • Redirecting • Caring interactions • Problem solving • Inclusion |

and reminded him of the listening position (eyes on the speaker and body still). During group work, students were off-task and one member of the group redirected them to the task at hand. In Classroom B, two boys from Table 2 were playing instead of working. A girl from Table 3 told them, “Guys, do your work.”

Students also helped their classmates who were having difficulties completing assignments. During individual work one student in Classroom A walked over to her classmate and helped her with the spelling activity. Another student showed her group members where to find help at the back of the text for completing the math assignment. Even when students were not working on the same assignment they were able to work together and help each other. One day the researcher asked the students if they had noticed anyone having a hard time that day. Answers included: “Clair was having a hard time on her math and I helped her.” On the second day of observations Philip complained

loudly that his partner Pam was leaving him out. Rachel allowed him to sit beside her. Then she helped him with his poem. The teacher explained that this was a major breakthrough since the students had all rejected Philip and wouldn't work with him. This was the first time (in the three weeks that she had been there) that someone had volunteered to help him.

When the researcher asked students why they preferred to work with partners one student said, "If we get stuck on a question they're always there to guide us. When we don't know a question and we want help there's one (partner) right beside you."

In Classroom B, students sat in groups of four and were expected to help each other with any academic difficulties. Groups were made up of students with varying skills and abilities and they helped each other on most assignments. Even when the assignments differed according to grade level the concepts were the same. This made it easier for students to work together. When Floyd from Table 2 told his group he needed help on number five (in math) group members stopped and helped him. Another student shared that when she asks for help, some students would say, "Let me finish here and then I will help you." When the researcher asked students to tell how they were helped, one student said: "When we were doing Algebra, I asked Laura to help me and she did." The researcher observed the teacher complimenting students for taking responsibility for helping group members.

Collaboration. During the feedback session after rotation activities in Classroom A, students reported that they had worked together to solve problems such as fixing the headphones and rebooting the computer. Students also worked together on science projects such as making a model of the butterfly life cycle, making a booklet on animal

classification, and using pictures and other materials to make animal habitats. The classification group had a question about how to classify a particular animal. Kashief said, “I know. The reptile book will help us.” He walked over to the classroom library and got the book, read a page and then told his group that the animal belonged in the crocodilian family. After observing these groups working together, the teacher walked over to the researcher and explained that when she first started to work with students (three weeks ago) “they couldn’t stand the sight of each other and found it difficult to work together.”

In Classroom B, there were not enough working computers for the three members of the group at the computer center. Some students decided to take turns finding the vocabulary words while the others watched. Another group played a game to see who would come up with the definition first. The third student was the referee and scorer of the game. When the researcher asked students afterward about working with only two computers a student said, “It was okay. We take turns. One day it’s Jordan and Eon at the computer. Another day it’s me and Eon.” Another student said, “Me, Vincent and Mary have our own rotations going. Every two to three minutes we would switch and that’s how it works. We worked it out.”

Students in this classroom also worked on a science project in teams of four. Each member of the team had a role (for example, researcher, artist, and leader). Some groups met at a group member’s house to work on their project. They also did their math in groups even though group members were not all at the same level. For example, one group consisted of one high performing sixth grader, one low performing sixth grader, one high performing fifth grader and one low performing fifth grader. Since students

were all working on the same concept, they were able to help group members with difficulties.

At times students in Classroom A delayed or switched activities to include a classmate. At the listening center, for example, one student's headphone didn't work. The teacher told him to choose another activity. His partners helped him find an activity before starting to listen to their story. Later when his headphone was fixed they chose to start the tape again so that he could hear the story from the beginning. At the book bonding (buddy reading) center Juan was reading alone. His partner Pam suggested that they read together. They chose a different book and read together. On another occasion, two students began working together on an extension activity. When a third student asked if she could join them they chose a different game for three players so that she could be included. During lunch time prayer a student thanked God for "good teamwork today."

Instructional strategies, materials, and media. Students in Classroom A coached each other by reading directions for each other, and asking questions. The researcher observed one classmate reading the questions for her partner. When asked about this later by the researcher, the student said she was only allowed to read the questions and explain the directions but not give the answer. When Viola was helping her classmate she asked her, "What is another word for announcement?" Olive replied, "To tell someone something." Viola said, "Now write that." Celia and Juan were working on a word work activity and Celia left him to work by himself. He asked her to help him. At first she said, "You're hard to help." But later she helped him by reading the directions and helping him understand the questions.

The students in Classroom B also shared that they read directions and asked questions when classmates were having difficulties. But they did not give the answer because that would be cheating. One student said, “You don’t just want to give a person something to eat for one night. You want to teach him how to fish so that he can eat every night.” In addition to using questioning and reading directions, students often told their classmates to try first before asking for help.

These students also chose to use a variety of media and materials to present their science research to their classmates. The members of one group dressed in costumes to demonstrate various aspects of adaptation. One group member modeled an old Floridian saying that he may be old but he knows a lot of stuff. He explained how human size and skin color help them adapt. Another student used a model of the arctic habitat to show how polar bears adapt to life in the arctic. One group member used a display board to show how plants adapt to their environment. The second group used power point slides to present their findings on heredity. One student used her family as an example of how hidden genes show up in children. The third group also made use of power point slides but also presented some of their information in a rap song. They used props such as marbles to demonstrate the difference between cell reproduction in mammals, amphibians, and reptiles. They ended their presentation with a quiz. In addition to power point slides and posters, the last group showed a short video clip on how cells use oxygen.

Summary of RQ 2 Part A. S-S instructional supports. Research Question 2 asked: How do students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing

instructional and emotional supports to each other? Evidence presented in Part A of this question (in the foregoing section) answered the question with regard to the instructional supports provided by students to each other. The study found that in terms of providing instructional supports to each other, the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interacted with each other by:

- Fun activities such as a rap song and models,
- Holding each other accountable by only reading directions and giving partial answers,
- Motivating each other by positive feedback and encouragement,
- Scaffolding each other by using reminders and by helping,
- Collaborating during rotation activities and classroom projects, and
- Using various materials, media and strategies such as video clips, props and questioning.

Research Question 2 Part B. Student-Student (S-S) Emotional Supports

Research Question 2 asked: How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other? In this section (Part B), evidence found for student-student emotional supports is presented. Evidence revealed that in their interactions with each other students provided emotional supports such as redirecting, caring for each other, problem solving, and inclusion. Evidence for each of these findings will now be presented.

Redirecting. Students in Classroom A reminded each other about the family rules and expectations from time to time. For example, when a student said something disrespectful (“Your mamma!”) to another student, Kashief laughed. Several students told him to stop because it wasn’t funny. It was disrespectful. He apologized. One student shared: “Sometimes people ask for help in a rude way. I remind them of the golden rule.” Another student said, “I reminded Philip to lower his voice and to stop being negative.”

When a student in Classroom B became angry and was about to hurt another student, his classmate stopped him and reminded him of the family rules.

Caring interactions. The data revealed that students demonstrated care for each other by the things they said and did while interacting with each other. In Classroom A, a student noticed that her classmate was having difficulties sharpening her pencil. She left her work and went over to help her. Students demonstrated compassion for Kashief when he began to cry because he didn’t know one of the words on his spelling test. When he started to cry, his classmates rushed over to comfort him. They offered him first place in line to go to music rehearsals. One morning the teacher told students that Juan was not coming that day because he was sick. When he arrived later, students inquired if he was okay.

In Classroom B, the teacher reminded students that Mary had a death in her family and she would be arriving late from New York after attending the funeral. When Mary arrived several students greeted her with, ‘Hi Mary. Is everything alright?’ On another day, students had to say something complimentary to each other during the morning meeting. Compliments included: “You have really wonderful art skill; you’re very cooperative; I like your smile; you’re very funny; I love the way you carry through

with your responsibilities; your mind is very powerful when it comes to creative things; I like your hair; you are nice to be around.”

During each focus group interview the researcher asked students about their caring interactions with each other that day. The following questions and answers reveal the kinds of things students said and did to show care to their classmates.

Question: “What gave you a warm feeling today?”

Answers: “People said nice things to me; Philip and Rachel helped me; Philip told me thanks for making him join my group; I was sad and Celia saw me and called me for help. She started doing funny things to make me laugh. I felt better; It gave me a warm feeling when Pam was happy and enthusiastic to work with me; They comfort me when I’m crying.”

Question: “Raise your hand if you felt cared for and respected today. Tell me how.”

Answer: All hands were raised. Responses included: “Everyone is always nice.”

Question: “What do you like most about your classmates?”

Answers: “They’re always friendly to me; I like how they speak to me; We work together; They support me when I cry; They tell me it will be okay.”

Question: What did you do to help get along better with your classmates today?

Answer: “When we were working at our center, Claire was having a problem with her yellow. It didn’t have enough ink. So I shared my markers with her. We started complimenting each other. And we took turns.”

It could be seen from these conversations that in addition to showing compassion and complimenting each other, students’ caring interactions included the use of kind and

comforting words and actions, cheering each other up, sharing, and being friendly towards each other.

Problem solving. On the last day of observations in Classroom A, Philip asked the teacher to talk with her privately. She stepped out of the room with him. He wanted to apologize to Pam and Celia for something that happened the afternoon before. (The researcher had already left for the day.) The teacher allowed them to step outside the room to talk together and solve whatever problem had occurred the day before. She told the researcher later that the girls owned up to their part in the problem and apologized to Philip for hurting his feelings. The teacher said that she was impressed that Philip had taken the initiative to solve the problem.

During the focus group interview with students in Classroom B, the researcher asked them what they did when they got mad at each other. A student shared how that day he got really angry at Joseph and would have hurt him. But Elijah calmed him down.

Inclusion. Students changed their activities at times to include other students. At the listening center, for example, one student's headphone didn't work. He chose another activity while he waited on the teacher to fix his head phone. Later when his headphone was fixed the group members chose to start the tape again so that he could hear the story from the beginning. At the book bonding (buddy reading) center Juan was reading alone. His partner Pam suggested that they read together. They chose a different book and read together. On another occasion, two students began working together on an extension activity. When a third student asked if she could join them they chose a different game for three players so that she could be included. One day Philip shared that he felt good because his classmates had allowed him to work with them. Students told the researcher

that as a class they have to follow a rule about sharing: “You have to bring enough to share with everyone, not just your friends.”

In Classroom B, students greeted everyone at the morning meeting. The teacher complimented them for this saying, “I like how you followed through with the greeting until everyone was greeted. You didn’t make anybody feel left out.”

Summary of RQ 2 Part B. S-S emotional supports. Research Question 2 asked: How do students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other? Evidence presented in Part B of this question (in the foregoing section) answered the question with regard to the emotional supports provided by students to each other. The study found that in terms of providing emotional supports to each other, the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interacted with each other by:

- Redirecting each other with reminders of the rules and expectations;
- Caring for each other by showing compassion and complimenting each other, using kind and comforting words, cheering each other up, sharing, and being friendly;
- Voluntary problem solving; and
- Inclusion.

Summary of Research Question 2

How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other? The data revealed that students used

some of the same instructional strategies modeled by their teacher. Two students explicitly said that they copied their teacher. The extent to which students copied their teacher was evidenced by the use of real objects, models, and real world examples in their presentations of projects. Emotionally, students cared for each other by showing compassion, helping, sharing, complimenting, and using kind words; including each other in classroom activities; and problem solving. Some students did report that they did not feel cared for by their classmates. These will be discussed in Research Question 4.

Research Question 3. Relationship between Teacher-Student (T-S)

Interactions and Student-Student (S-S) Interactions

What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors? This third research question assumes that there is a relationship between the way the teachers interacted with their students and the way the students interacted with each other. In fact the research on classroom interactions suggests such a relationship.

In order to present the characteristics of the relationships that exist between these two broad categories of classroom interactions (teacher-student and student-student), the researcher utilized three categories and 20 themes (Table 4) from the analyzed data to answer Research Question 3 in three parts. These 20 themes have already been presented in Research Questions 1 and 2. But the researcher is presenting them again here as evidence of the relationships existing between Research Question 1 (Teacher-Student Interactions) and Research Question 2 (Student-Student Interactions).

Table 4

Data Categories and Themes Relevant to Research Question 3

| Research Question 3 | Data Categories and Themes | | |
|---|--|--|---|
| What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional, and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors? | Relationship of TS and SS and evidence of organizational supports <ul style="list-style-type: none"> • Inclusion • Active listening • Helping • Teamwork • Respect • Redirecting • Cleaning-up and organizing classroom supplies • Self-regulation | Relationship of TS and SS and evidence of instructional supports <ul style="list-style-type: none"> • Engagement • Use of scaffolding tools and strategies • Peer tutoring • Positive feedback | Relationship of TS and SS and evidence of emotional supports <ul style="list-style-type: none"> • Socialization • Use of teacher-taught socialization tools • Compassion • Risk-taking • Getting along • Trust • Self-control • Bonding |

In Research Question 3: Part A (RQ 3 Part A), evidence of the relationships between teacher-student organizational supports and student-student interactions is presented. In Research Question 3 Part B, evidence of the relationship between teacher-student instructional supports and student-student interactions is presented. In Research Question 3 Part C evidence of the relationship between teacher-student emotional supports and student-student interactions is presented. Evidence for each element of support found in the data is fully described in keeping with the thick, rich descriptive nature of qualitative research (Geertz, 1973).

Research Question 3 Part A. T-S Organizational Supports and S-S Interactions

The study found a relationship between the way the teachers interacted in terms of

providing clearly defined routines, procedures, rules and expectations and constant positive reminders of these and the way the students interacted with each other.

The specific characteristics of the relationship observed and reported were inclusion, active listening, helping, respect, teamwork, redirecting, cleaning up and organizing classroom supplies.

Inclusion. The evidence revealed that both teachers had clearly defined expectations and procedures for morning meetings. Everyone was expected to be included in the circle. The evidence found that students' interactions reflected this expectation because during the morning meetings students willingly scooted over to make room for their classmates as they arrived at the morning meeting circle. The evidence shows that the existence of these clearly defined expectations and procedures for morning meeting provided a standard for students' inclusiveness which students used for their interactions with each other during the morning meetings.

Active listening. The study found that both teachers had expectations and procedures for listening. Students' interactions with each other reflected these. The data found several instances where students started to interrupt a classmate and the others would shush them by placing a finger on their lips. Most students often (but not always) listened quietly to each other, raising their hands to speak and waiting quietly. Rachel told the researcher during one interview that one thing she did well that day was to look at the speaker and pay attention. The evidence presented shows that the existence of these explicitly defined expectations and procedures for listening provided a standard for listening which students used in their interactions with each other.

Helping. The evidence showed that the effective teachers in this study organized

students into collaborative learning groups and that the existence of these groups provided the opportunities for students to help each other. For example, one student showed her group members where to find help at the back of the text for completing the math assignment. Even when students were not working on the same assignment they were able to work together and help each other. During one focus group interview the researcher asked the students if they had noticed anyone having a hard time that day. Answers included: “Clair was having a hard time on her math and I helped her.”

In Classroom B, the teacher organized students into groups of four and group members helped each other with any academic difficulties. When Floyd from Table 2 told his group he needed help on number five (in math) group members stopped and helped him. Another student told the researcher that when she asked for help, some students would say, “Let me finish here and then I will help you.” When the researcher asked students to tell how they were helped, one student said: “When we were doing Algebra, I asked Laura to help me and she did.”

Teamwork. The organization of the class into collaborative learning groups and the teacher’s expectations for group work also provided the opportunity for students to work together in their groups, encouraging and supporting each other and helping each other complete the group task. When the teacher asked students to tell how they did in their groups, Philip said, ‘We did a good job.’ The teacher proceeded to tell students specifically what they had done well including starting on time and cleaning up on time, working together positively and quickly, finding solutions to problems, positive attitudes when helping each other, and staying on task.

The students in Classroom B worked daily with their groups on their science

projects in and out of school. After the presentation of the projects (on the seventh day of observations) the researcher asked the teacher to share her thoughts and feelings as she watched the presentations. She said:

“I was pleasantly surprised. I gave limited instructions on purpose to see what they were capable of doing and how it would work. I don’t mind taking chances and this is one of those things where I said, ‘Let me start with this project and see how the groups gel.’” Three groups (out of four) really came through. One group had a hard time and I think they learned a lesson.”

After the presentation of their projects, the researcher asked the students, “Please tell me about your experience working with your group members on your science project.” Some of students’ responses were:

It was good; it was my first time doing a project with a group and it was good; every single member was showing that they wanted to get an A. They did their best; they came up with different ideas to make our project better and I give it to them for making this a success; it was kind of an adventure because every week they came over to my house and you got to be with your friends for an extra amount of time instead of just regular school time.

There were also some reports of negative experiences which will be discussed in Research Question 4 below.

Respect. The evidence revealed that students’ respectful interactions with each other reflected their teacher’s expectations for honoring each other. During whole group activities students raised their hands and waited quietly to speak. When a student in Classroom B disregarded this expectation, the teacher told him, “I don’t like when you

raise your hand when someone else is speaking. It makes it seem that what the person has to say is not important.” Students in Classroom B demonstrated respectful listening during the presentation of their science projects. The researcher noted on the observational protocol that students, “showed the utmost respect for each group presenting. They were raising their hands and waiting quietly on their turn to speak.” At one point in the presentations the projector stopped working and students had to crowd around the computer to watch a video. The researcher observed that students stood around the computer quietly and patiently without pushing each other.

When students worked in their groups the researcher observed that there was never any pushing, fussing or grabbing. In fact that there was no physical aggression observed or reported in either of the classrooms observed. The researcher also noted that she regretted not including interviews with the principal as a data source because she would have liked to ask him to compare the incidence of aggression in Classroom A before and after the current teacher came. The current teacher told the researcher that it was high before she came. But the researcher wasn’t able to confirm this. The researcher overheard mostly affirming words such as “that’s awesome; think positive; and I like your drawing.” But there were also harsh tones and negative words which will be discussed in Research Question four below.

Redirecting. The existence of posted rules, expectations and procedures provided a framework within which students could redirect their classmates who were off-task or displaying negative behaviors. For example when a student in Classroom A reminded her classmate of the listening position (eyes on speaker, hands and feet still) she pointed to the posted chart. The researcher asked students, “How did you know how to work

together.” Rachel answered, “By reading the directions on the bulletin board.” The modeling of redirecting language and tone of voice used by both teachers were also reflected in students’ interactions. For example, Alice shared how she redirected Philip who was saying inappropriate words when they were working together. She told him, “Please lower your voice and stop being negative.” When the teacher changed the Noise-O-Meter to Whisper two students reminded each other to whisper. Students told the researcher that they really appreciated it when classmates reminded them of the rules and expectations.

Cleaning-up. There was a place for everything and everything was expected to be in its place in both classrooms. This provided the impetus for students to clean up and put away games and activities at the end of rotations and other group events.

Self-regulation. The existence of clearly defined rules and expectations helped students to regulate their own behaviors. Celia told the researcher one day when she asked what had gone well that day that she had tried her best not to do certain things that she was not supposed to do. Students were also able to self-correct misbehaviors. For example, when Philip started to interrupt his classmate he caught himself and said, “Sorry, sorry, sorry, I didn’t mean to do that.” On another occasion this same student started to speak. Pam and Claire started to giggle. He started to giggle, stopped and said, “I’m sorry. I’m trying to be mature (one of the family rules) today.” Mark also reminded himself, “I need to act mature.” One day two students started to interrupt while a classmate was speaking. They stopped without being told, raised their hands and waited quietly to speak (one of the classroom expectations).

The elements of the characteristics of the relationships that exist between teacher-

student organizational supports and student-student interactions are displayed in Figure 2.

Summary of RQ 3 Part A. T-S organizational supports and S-S interactions.

Research Question 3 asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

Evidence presented in Part A of this question (in the foregoing section) answered the question with regard to the characteristics of the relationships that existed between teacher-student organizational supports and student-student interactions. The study found that the characteristics of the relationships that exist between teacher-student interactions and student-student interactions within the context of providing organizational supports in multi-grade classrooms staffed by teachers described as effective by their supervisors were:

- Inclusion,
- Active listening,
- Helping,
- Teamwork,
- Respect,
- Re-directing,
- Cleaning-up and organizing classroom supplies, and
- Self-regulation.

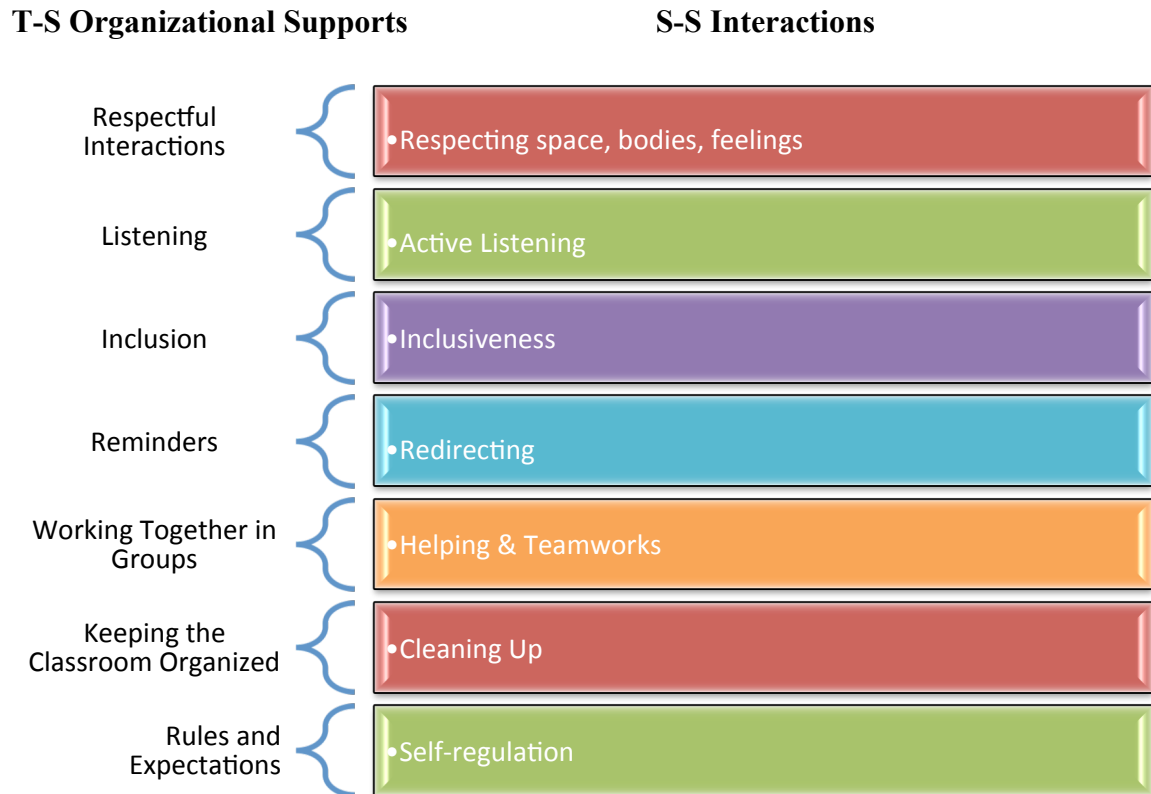


Figure 2. Relationships between teacher-student (T-S) organizational supports and student-student (S-S) interactions.

Research Question 3 Part B. T-S Instructional Supports and S-S Interactions

Research Question 3 asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors? This section will provide evidence to answer Part B of the question regarding relationships between teacher-student instructional supports and student-student interactions.

The study found that when teachers provided their students with instructional supports such as fun activities, scaffolding, learning tools, motivation and varied

instructional media, materials and strategies, then their students' interactions with each other were related to these supports. The specific characteristics of the relationship are engagement, cooperation, scaffolding, peer tutoring, and positive feedback.

Engagement. Students were able to stay on task in their groups after the teacher had demonstrated, practiced and modeled the tasks for them. For example when the extensions menu (activities to do when assignments were completed early) was introduced in Classroom A the teacher described each activity - U.S. Puzzle, Brain Quest, Space Bingo, Opposites, Scattergories, Memory Match, and Math Multiplication cards. Then she demonstrated how to come to the menu basket, choose an activity, place a magnet on the star next to that activity on the roster posted on the filing cabinet so that other students would know which activities were already taken. Students were able to complete these activities independently with a minimum of hic-cups.

In Classroom B, the rubrics, guidance and resources given to students by the teacher helped most of them stay engaged when they met to work on their science projects. The leader asked everyone to report on their progress so far. He/she also helped the group stay focused. Three of the four groups observed were able to work independently and stay engaged even without the direct presence of the teacher at the group meetings.

At times students were off-task as soon as the teacher left the room. But when the task had been modeled and students were given scaffolds and tools, they remained on task even when the teacher had stepped out of the room. When the computer or listening center needed to be fixed, students knew what to do because the teacher had shown them. They stayed engaged. The researcher observed that when the tasks were not too difficult

for students there were less distractions or off-task behaviors in the groups. Once, students had to work with partners to compose an acrostic poem. Everyone was asking for help and there was a lot of whining and fussing. The researcher noted on the observational protocol that, “the level of group engagement seems to be related to the level of difficulty of the assignment.”

The fun activities also showed a relationship to engagement. Students reported that they enjoyed working at their rotations stations because the activities were fun. In Classroom B, one student reported, “She makes learning fun. Math gets boring for me. So when she adds something sweet and fun and yummy, I tune in.”

Scaffolding. The data showed that students were able to scaffold each other using some of the same tools used by their teachers. The researcher asked students one day, “What gave you a warm feeling today? Clair said, “When I got stuck in my math today, Philip and Rachel helped me.” The researcher asked how. She said, “Rachel took the clock and let me do some stuff with it.” That day the teacher had used the clock as a tool to demonstrate and model elapsed time.

The data also showed that on another occasion, a student asked her classmate for help on the language arts assignment. Viola used the exact scaffold her teacher had used with her earlier that day - questioning. She asked her classmate, “What is another word for announcement?” The student answered, “To tell someone something.” She replied, “Well write that.”

When the teachers helped students especially in math they did not give students the answers to the questions. The students copied this strategy when helping classmates. They read directions, explained questions, and asked further questions. They told the

researcher that they were not allowed to give the answers.

When the researcher asked students in Classroom B to tell what methods they used to help a classmate who is stuck their answers included: “We usually just use the methods that Mrs. H uses. Some of the things she says is, ‘You should teach the person how to fish and they will have fish to eat every night’; when you ask your partner he can help you but not give you the answer because that is cheating.”

Collaboration. Before setting students to work on their projects in the computer lab, the teacher in Classroom A, had demonstrated how to navigate the websites, and how to combine the information found on the internet with what students already had from their text. She spent about 45 minutes doing this before taking students to the lab. When they got to the lab students were able to work together smoothly, comparing notes, sharing information, and helping each other. One group even divided the task among the members, combining the findings at the end. There was also a small amount of socializing. The researcher noted on the observational protocol that, “The room feels warm and safe even when students’ voices are raised. There is a lot of laughter and playfulness.”

The teacher in Classroom B had also given students the structure they needed to perform group tasks. The existence of the rubrics, member responsibilities and resources helped students to successfully complete the science projects in their cooperative learning groups.

Peer tutoring. Students were placed in groups and with partners for many activities. This facilitated peer group tutoring as evidenced by several interactions described in Scaffolding, and Cooperation described above. During these interactions

students worked together tutoring each other during independent work as well as partner activities.

Positive feedback. Both teachers used positive feedback to motivate students. Comments included: “I heard a lot of good reading; you decoded well and read at a good pace; you worked together positively and quickly; you had positive attitudes when helping each other.” When students in Classroom B were given the opportunity to comment at the end of group presentations of science projects their comments reflected those of the teacher. They included: “It was long but good; I loved it; I liked how you came together and helped each other when you got stuck on a word; I liked the peace sign at the end; you were really confident; there wasn’t only information but also pictures; you captivated my attention.” The researcher noted on the observational protocol: “The students seemed genuine and the atmosphere was positive.”

The characteristics of the relationships that exist between teacher-student instructional supports and student-student interactions are displayed in Figure 3.

Summary of RQ 3 Part B. T-S instructional supports and S-S interactions.

Research Question 3 asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

Evidence presented in Part B of this question (in the foregoing section) answered the question with regard to the characteristics of the relationships that existed between teacher-student instructional supports and student-student interactions. The study found that the characteristics of the relationships that exist between teacher-student interactions

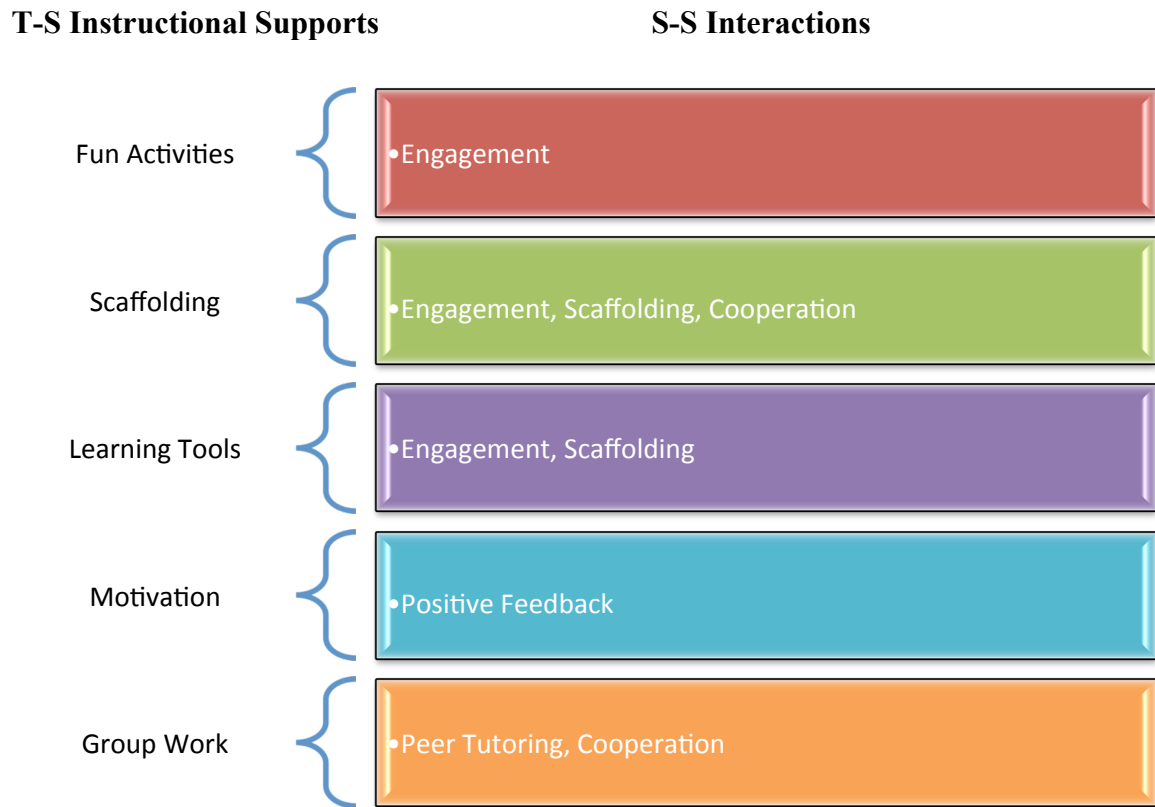


Figure 3. Relationships between teacher-student (T-S) instructional supports and student-student (S-S) interactions.

and student-student interactions within the context of providing instructional supports in multi-grade classrooms staffed by teachers described as effective by their supervisors were:

- Engagement,
- Collaboration,
- Scaffolding,
- Peer tutoring, and
- Positive feedback.

Research Question 3 Part C. T-S Emotional Support and S-S Interactions

Research Question 3 asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors? This section will present evidence to answer Part C of Question 3 asking about relationships existing between teacher-student emotional supports and student-student interactions.

The evidence found that the specific characteristics of the relationships between teacher-student emotional supports and student-student interactions were: students' use of socialization tools provided by the teacher; caring interactions reflective of T-S relationships; students' willingness to take risks in the safe environment created by the teacher; students' ability to get along with each other using the supports provided by the teacher; students' ability to trust and bond with each other in the safe environment created by the teacher; and students willingness to exercise self-control by using the supports provided by the teacher. Evidence found for each of these relationships is described below.

Use of socialization tools. The evidence revealed that students made use of the socialization tools teacher had given them to help guide their interactions with classmates. One day the researcher asked students in Classroom A: "How did you know how to work together?" Philip answered, "Our teacher taught us." One strategy used by students to deal with socialization problems was debugging. Students were taught to follow certain steps if they felt that a classmate was bugging them. Step 1, ignore but not in a rude way. The person being ignored should not even be aware of it; Step 2, move

away, take a bug (a red construction paper cut out) and place it next to you so that “I would know why you are out of your seat and that someone is bugging you.” If steps 1 and 2 don’t work, go to the other steps. Step 3, talk friendly. Step 4, talk firmly. Step 5, tell the teacher. Clair told the researcher during one interview that Philip was bothering her and she had to debug but when she returned to her seat he didn’t bother her anymore.

Another tool used by students was the I-Message posted on the bulletin board. (I feel...when...I would like...) During one focus group interview the researcher asked students, “How does your teacher help you get along with each other?” Rachel answered (pointing to the bulletin board), “There’s an I-Message thing over there and if something is going on you just stand out there and talk about it until you become friends again.”

Students also taught each other strategies for effective interactions with each other. During one interview the researcher asked students how they had helped each other that day. Rachel said that she had let Philip join her group and he had told her thanks. She said that at first they didn’t let him join the group because he was mean to them and so they were mean to him. Then they started to be nice to him and he started to be nice to them. The researcher asked, “Do you know what made him change?” She answered, “We told him the things he was doing were not right. We asked him to stop.” The researcher asked, “Why didn’t you do that before?” She replied, “Because he was mean, rude and stuff. So we taught him.”

The evidence showed that the importance of these tools for social interaction was apparent on Mondays after students returned from the weekend break away from the predictable classroom structure with its routines, procedures and expectations. The conversation above took place on the Thursday of the first week of observations. By the

next Monday, Philip told the researcher during that day's focus group interview that he didn't have warm feelings because his classmates had left him out. The students said that he was bothering them, saying stuff about them and interrupting their conversations. The researcher observed the teacher telling Pam how to deal with Philip: ignore him; walk away; use polite language. By the Thursday of that week, Philip was interacting more positively with everyone.

Compassion. The data found that the caring interactions observed between students and teachers had a relationship to the compassion students showed to each other. The teacher in Classroom B reminded students to be extra attentive to Mary who had lost a loved one that week. When Mary arrived that day several students greeted her with, "Hi Mary. How was New York? Is everything alright?" In Classroom A the teacher announced that Juan won't be at school because he was sick. When Juan came in later that day, students were working quietly on independent work. But several of them asked him in whispering voices if he was okay.

Risk taking. The data revealed that both teachers worked on creating an emotionally safe environment during the daily morning meetings. At these meetings, students and teachers greeted each other, shared something academic or inspirational, solved classroom problems, and shared personal information. The teacher in Classroom B showed openness about discussing students' misbehaviors and also celebrating their accomplishments. On the researcher's third day of observations in this classroom the teacher asked students to greet the person who irritated them the most. Students did this with lots of laughter and smiles. Students told the researcher during the focus group

interviews that these meetings helped bond them together and helped them feel safe enough to risk being wrong and making mistakes.

The data showed that during one literature lesson students in Classroom B willingly (without hesitations) read aloud even though some of them were not fluent readers and mispronounced several words. During the focus group interview that afternoon the researcher said to students, “Most students in classrooms I have visited don’t like to read aloud but I noticed that you guys don’t have a problem with it. Why?” The students’ responses included:

“It’s like a normal thing. On the first day of school, we were like, ‘Do I really have to let other people hear me reading?’ But once we got used to it, it’s not really a problem; we all trust each other and we’re all family; we’re not scared. The first day Mrs. H said that some people are not on your level and you shouldn’t laugh because you make mistakes too.”

Getting along. During one focus group interview students in Classroom B were asked what helped them get along with their classmates. Students shared that the teacher did several things to help them get along. Here is a sample of some answers:

“Our teacher always bonds us together and makes us greet each other; if somebody has a problem we go (to her) and talk about the problem and she tries to find a way so that we could find a way to get along with each other; she’s always there for you when you have a problem or when you’re sad or down; Mrs. H would bother us and bother us until we find something in common and we end up being friends; the morning meetings help us. We all go in a circle every day and we talk about stuff and whoever has something in their family or shares

something sad we all comfort them; the people that we don't like she puts us to sit beside them so we could get along better; we have these things like 'who's going to be the winner? Which table is good?'; during the morning meetings she asks us who we have a problem with and if we wanted to share it with the class; she tells us it's good for the other person to know what they're doing to make the other person mad and then she tells us to reason it out; we're seated by different people each day so we get to talk with different people and get to know them; when you have a fight and you want to jump over it, you have to make it clear. She won't stop until it's cleared up."

The researcher's interview with the teacher and observations of seating arrangements confirmed what the students had reported. Every Monday morning the teacher changed the seating arrangements and during one interview she said:

I usually change seating arrangements every Monday. I love changing things up and some of their personalities ... because we're still a small group, they get on each other's nerves. So I feel like if we keep changing it...Like I told them, you never know whose mansion is going to be next to your mansion in heaven and are you going to say to God, 'I don't like my neighbor.' I hope not. So let's get along with everybody.

Trust. The trust that teachers demonstrated in their interactions with students was reflected in students' trust of each other. They exchanged and graded each other's work. When the papers were returned students calculated their percentages and grades and gave the result to the teacher orally. The researcher noted on the observational protocol: "Students seem to trust each other to grade their assignment as the teacher trusts them to

tell her their correct grade at the end.”

Self-control. The data revealed that the strategies learned and practiced by students in the morning meetings helped them with self-control. During one focus group interview one student said that he has two spirits - one that says, ‘Go punch him in the face and knock him out and another that says don’t do it.’ The researcher asked him how he was able to control himself. His answer included, “We learn it in morning meeting from Mrs. H how to control our anger. You walk away or tell the teacher.” When the researcher asked students to tell how they have changed from the beginning of the school year one student said, “I have learned to control my responses, especially when I don’t like someone.”

Bonding. On the last day of observations the researcher asked students in Classroom B, “How do you think you are doing with growing as a classroom family?” The responses included:

We’re doing okay; I think we’re doing better than we did when we first got here; I think people hated a lot of people; we’ve grown a lot; last year (semester) it was worse because we didn’t get along well, but this year, since it’s a new year, I think we’re doing much, much, better; at first people would say, ‘I don’t have to do what the group is doing.’ But they learned to get with the program and be a good class; last year I didn’t have any friends but now I do; I think we were just a little plant and then we grew a flower.

Summary of RQ 3 Part C. T-S emotional supports and S-S interactions.

Research Question 3 asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context

of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

Evidence presented in Part C of this question (in the foregoing section) answered the question with regard to the characteristics of the relationships that existed between teacher-student emotional supports and student-student interactions. The study found that the characteristics of the relationships that exist between teacher-student interactions and student-student interactions within the context of providing emotional supports in multi-grade classrooms staffed by teachers described as effective by their supervisors were:

- Use of teacher-taught socialization tools,
- Showing compassion,
- Taking risks,
- Getting along,
- Trust,
- Self-control, and
- Bonding.

The characteristics of the relationships between teacher-student emotional supports and student-student interactions are displayed in Figure 4.

Summary of Research Question 3

This question asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

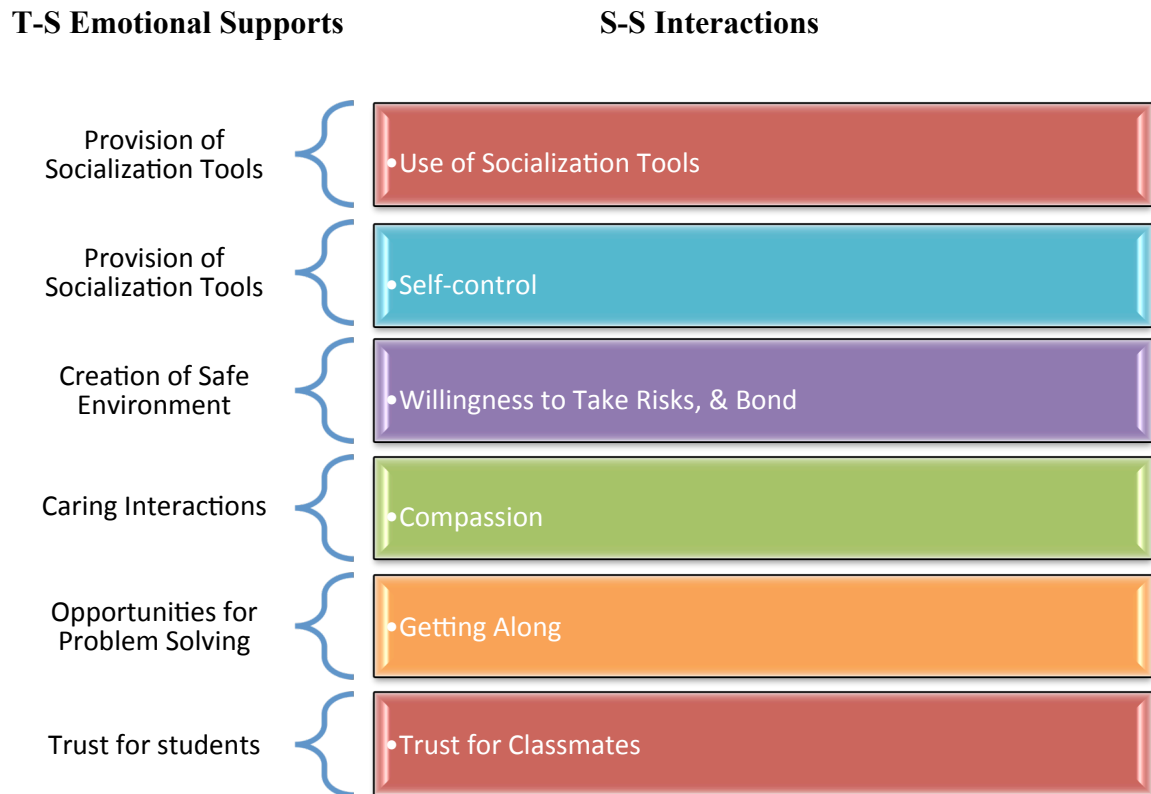


Figure 4. Relationships between teacher-student (T-S) emotional supports and student-student (S-S) interactions.

The teachers' organizational supports including rules, expectations, procedures and consequences provided a framework for students' interactions. When students redirected and self- corrected, they referred to the rules, expectations and consequences. Their willingness to include and to listen respectfully to each other was reflective of what they had practiced with the teacher during the morning meetings.

Not only were the teachers' instructional tools and strategies copied by students, but the modeling and existence of these seemed to help make cooperation and team work run smoothly after the teacher had modeled what needed to be done. In addition the emotionally safe environment and socialization tools were reflected in the way students

gave each other positive feedback and in their use of the socialization tools when problems arose. Some instances of negative student-student interactions were also found in the data. These showed no relationships to the teacher-student interactions (and will be discussed in Research Question 4 below).

Research Question 4. Similarities and Differences between Teacher-Student (T-S) Interactions and Student-Student (S-S) Interactions

What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

The research (Gnadinger, 2008; Tharp & Gallimore, 1988) suggests that when students use instructional and emotional supports in their interactions with each other they may be copying the supports given to them by their teacher. The researcher utilized four categories and 19 themes (Table 5) from the analyzed data to answer Research Question 4 in four parts. These 19 themes have already been presented in Research Questions 1 and 2. But the researcher is presenting them again here as evidence of the similarities and differences existing between Research Question 1 and Research Question 2.

In Research Question 4 Part A, (RQ 4 Part A) evidence of the similarities between teacher-student and student-student instructional supports is presented. In Research Question 4 Part B, evidence of the differences between teacher-student and student-student instructional supports is presented. In Research Question 4 Part C

Table 5

Data Categories and Themes Relevant to Research Question 4

| Research Question 4 | Data Categories and Themes | |
|--|---|---|
| What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors? | Similarities in T-S and S-S instructional supports <ul style="list-style-type: none"> • Fun activities • Accountability • Motivation • Varied instructional materials, media, strategies • Scaffolding | Similarities in T-S and S-S emotional supports <ul style="list-style-type: none"> • Positive affect • Use of tools for social interaction • Positive feedback • Caring interactions |
| | Differences in T-S and S-S instructional supports <ul style="list-style-type: none"> • Predictable differences • Unhelpfulness | Differences in T-S and S-S emotional supports <ul style="list-style-type: none"> • Predictable differences • Putting others down • Harsh tone of voice • Negative responses • Inappropriate words • Bothering • Leaving others out • Unfriendliness |
| T-S=Teacher-Student; S-S=Student-Student | | |

evidence of the similarities between teacher-student and student-student emotional supports is presented. Finally, in Research Question 4 Part D evidence for the differences between teacher-student emotional supports is presented. As with the presentation of the evidence to answer the first three research questions, thick, rich descriptions (Geertz, 1973) are given in keeping with the nature of qualitative research.

The categories and themes from the data used to answer this question are shown in Table 5.

Research Question 4 Part A. Similarities in T-S and S-S Instructional Supports

The evidence found the following similarities between teacher-student and student-student instructional supports: fun activities, accountability, motivation, varied instructional media and materials, and scaffolding. Each of these will now be fully described.

Fun activities. Teachers used songs, rhymes and games as instructional activities. The teacher also had students make a model of a butterfly life cycle in Classroom A and the teacher in Classroom B made a model of a “wacky, tacky heart” and its compartments on the floor with masking tape.

Students also tried to make their presentations fun by using models and songs (see varied instructional materials and media below).

Accountability. The teachers held students accountable by fostering responsibility for learning by holding students accountable for what they could do. The teacher told one student, “I don’t see you trying. I won’t do the work for you.” The teacher in Classroom B reminded students often that it was their responsibility to do their work correctly. She was just there to help them. She would only give guidance but always allowed the student to find the final answer for himself/herself. One student told the researcher, “I get lots of tips and examples, but she never gives me the answer.”

Students also held their classmates accountable for what they could do by only giving them partial help like reading directions and questions when tasks were difficult. Students in Classroom A coached each other by reading directions for each other, and asking questions. I observed one classmate reading the questions for her partner. When the researcher asked about this later, the student said she was only allowed to read the

questions and explain the directions but not give the answer. When Viola was helping her classmate she asked her, “What is another word for announcement?” Olive replied, “To tell someone something.” Viola said, “Now write that.” Celia and Juan were working on a word work activity and Celia left him to work by himself. He asked her to help him. At first she said, “You’re hard to help.” But later she helped him by reading the directions and helping him understand the questions.

The students in Classroom B also shared that they read directions and asked questions when classmates were having difficulties. But they did not give the answer because that would be cheating. One student said, “You don’t just want to give a person something to eat for one night. You want to teach him how to fish so that he can eat every night.” In addition to using questioning and reading directions, students often told their classmates to try first before asking for help.

Motivation. Teachers motivated students with strategies that included external rewards, and positive feedback such as: “I heard a lot of good reading; you decoded well and read at a good pace; think of yourself as an awesome wonderful person who can achieve anything.”

The data revealed that students also motivated each other by positive feedback and reminding classmates of the external rewards. Encouraging words from students included: “that’s a great idea; it’s amazing; never give up; try your best.” Students in Classroom B also motivated their classmates during presentations. Comments included: “It was long but good; I loved it; I liked how you came together and helped each other when you got stuck on a word; I liked the peace sign at the end; you were really confident; there wasn’t only information but also pictures; you captivated my attention.”

Media and materials. The two teachers used a variety of media including computers, the internet, overhead and digital projectors, white boards, film clips, DVD's, real objects, charts, and books. A wide variety of instructional strategies were also used by both teachers such as hands-on activities, modeling and role playing.

Students also made use of computers, digital projectors, film clips, and books for their science presentations. Like their teacher students in Classroom B used the science text book only as one of several resources for their projects. The members of one group dressed in costumes to demonstrate various aspects of adaptation. One group member modeled an old Floridian saying that he may be old but he knows a lot of stuff. He explained how human size and skin color help them adapt. Another student used a model of the arctic habitat to show how polar bears adapt to life in the arctic. One group member used a display board to show how plants adapt to their environment. The second group used power point slides to present their findings on heredity. One student used her family as an example of how hidden genes show up in children. The third group also made use of power point slides but also presented some of their information in a rap song. They used props such as marbles to demonstrate the difference between cell reproduction in mammals, amphibians, and reptiles. They ended their presentation with a quiz. In addition to power point slides and posters, the last group showed a short video clip on how cells use oxygen.

Scaffolding. In addition to modeling, role playing, and motivation described in previous sections, other scaffolding activities used by teachers were coaching students who needed help. Students in turn coached classmates by reading directions, and asking questions. The researcher observed one classmate reading the questions for her partner.

When the researcher asked about this later, the student said she was only allowed to read the questions and explain the directions but not give the answer. When Viola was helping her classmate she asked her, “What is another word for announcement?” Olive replied, “To tell someone something.” Viola said, “Now write that.” This was the same strategy the teacher had used earlier with her when she was having difficulty with the language arts assignment.

The researcher asked students in Classroom B to describe the methods they use when helping classmates on assignments. One response was, “We usually just use the methods that Mrs. H uses. She says, ‘You just don’t want to help the person by giving him something to eat for one night. You should teach the person how to fish and he will have fish to eat every other night.’”

Summary of RQ 4 Part A. Similarities between T-S and S-S instructional supports. Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors? The evidence presented in RQ 4 Part 4 (in the foregoing section) answered the first part of the question with respect to the similarities between teacher-student and student-student instructional supports. The data revealed that the similarities existing between teacher-student and student-student interactions in terms of providing instructional supports were in multi-grade parochial classrooms staffed by teachers nominated as effective by their supervisors were:

- Fun activities,
- Accountability,

- Motivation,
- Varied instructional media and materials, and
- Scaffolding.

Research Question 4 Part B. Differences in T-S and S-S: Instructional Supports

Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

The study found differences between the teacher-student and student-student interactions within the context of providing instructional supports. These included predictable differences, and instructional non-supports from students such as unhelpfulness.

Predictable differences. Predictably, there were some teacher-student instructional supports that were unique to teachers. These included: some motivational strategies (assessments, consequences, applying concepts to real life, raising interest level, and high expectations), some instructional strategies (reviewing, shared and guided reading and writing) and some of the learning tools (applying concepts to every-day life, and learning the processes versus just giving the answers).

Non-supports. The study titled those negative behaviors observed while students interacted during instructional activities as: instructional non-supports. There were no evidences of these negative interactions (non-supports) during observations or in students' interview responses. Evidences of instructional non-supports observed in students' interactions are given below.

The data found unhelpfulness as an element of difference between T-S and S-T instructional supports. In Classroom A, Kashief asked his partner Celia for help on the language arts assignment. At first she refused. She went off to work by herself and told him, “You’re hard to help.” (English is a second language for Kashief). Later she went over to his desk and helped him with the assignment.

In Classroom B, Mary asked for help on her math, but her group members did not help her. Later, when the researcher asked them about this, they said, “She doesn’t tell us. I need to know that she needs help; sometimes she’s so quiet we barely know she’s there.”

During another interview the researcher asked students in Classroom B to share how they were helped by classmates that day. Several of them shared that they were not helped. Some examples of responses are:

Some people help but some don’t; they say figure it out on your own; sometimes they say (in a sing-song voice) I got the answer; some people are impatient. They say here’s the answer. Now leave me alone; when I was with my group last week I needed help and they said I’m not in the same grade as you. And I said it doesn’t matter. You’re in a higher grade than me.

Summary of RQ 4 Part B. Differences between T-S and S-S instructional supports. Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors? Evidence presented in Research Question Part B (foregoing section) answered the second part of the question

with regard to differences in T-S and S-S instructional supports. The evidence found that the differences that exist between teacher-student and student-student interactions in terms of providing instructional supports in multi-grade parochial classrooms staffed by teachers nominated as effective by their supervisors were:

- Predictable differences including motivational strategies, learning tools, and instructional strategies, and
- Non-supports including unhelpfulness.

Research Question 4 Part C. Similarities in T-S and S-S Emotional Supports

Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

Evidence will be presented in RQ 4 Part C to answer the third part of this question with respect to similarities between T-S and S-S emotional supports. The evidence found the following similarities between teacher-student (T-S) and student-student (S-S) emotional supports: building positive affect, positive feedback, and caring interactions. Each of these will now be fully described.

Building positive affect. The evidence revealed that teachers worked to create an emotionally safe learning environment by using morning meetings to foster belonging and inclusion.

Students also built positive affect for their classmates by including them in their groups and activities and by scooting over to make a place for those who had arrived late at the morning meeting circle.

Positive feedback. Both teachers used positive feedback to motivate students. Comments included: “I heard a lot of good reading; you decoded well and read at a good pace; you worked together positively and quickly; you had positive attitudes when helping each other.” When students in Classroom B were given the opportunity to comment at the end of group presentations of science projects their comments reflected those of the teacher. They included: “It was long but good; I loved it; I liked how you came together and helped each other when you got stuck on a word; I liked the peace sign at the end; you were really confident; there wasn’t only information but also pictures; you captivated my attention.” The researcher noted on the observational protocol: “The students seemed genuine and the atmosphere was positive.”

Caring interactions. The data revealed that teachers demonstrated these by being sensitive to students’ needs, respecting and trusting students, and by promptly resolving conflicts. Students also showed sensitivity to their classmates’ needs, demonstrated trust and respect for them and resolved conflicts.

Teachers dealt with students’ fear, frustrations and hurt feelings by using encouraging words and scaffolding students when needed. Students shared their problems at the morning meeting and teachers facilitated prayers for these hurting students. One student began to cry during one meeting because she missed her father. The teacher had students make a circle around her and pray for her giving her hugs afterward.

Students demonstrated care for each other by the things they said and did when interacting with each other. In Classroom A, a student noticed that her classmate was having difficulties sharpening her pencil. She left her work and went over to help her. Students in both classrooms said that their classmates were there for them and cheered

them up when they were sad. Students were also observed finding out if classmates who were sick or who had a death in the family were okay. When Pam (of Classroom A) walked sadly back to her seat after complaining to the teacher about something Philip said or did, Viola hugged her.

Teachers further demonstrated caring interactions by showing respect for students when correcting them. Students showed respect for their classmates by listening quietly without interruption when they made their presentations.

When there were conflicts between students, the teachers facilitated resolutions as soon as possible. When a student in Classroom A had a problem with two girls he initiated the resolution of the conflict by asking the teacher to allow him to talk with the girls and fix the problem.

Summary of RQ 4 Part C. Similarities in T-S and S-S emotional supports.

Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

Evidence presented in RQ 4 Part C answered this part of the question with regard to the similarities of the teacher-student and student-student emotional supports. The evidence revealed that the similarities existing between teacher-student and student-student interactions in terms of providing emotional supports in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors were:

- Positive affect,
- Use of socialization tools,

- Positive feedback, and
- Caring interactions.

Research Question 4 Part D: Differences in T-S and S-S Emotional Supports

Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors? Evidence will be presented in this section to answer the fourth part of this question with respect to the differences in the teacher-student and student-student emotional supports.

Some teacher-student emotional supports evidenced in the teacher's interactions with students but not in students' interactions with each other were predictable differences including: opportunities for social interactions, tone of voice and non-confrontational stance. The study also found negative behaviors in students' interactions. These included: non-supports such as harsh tone of voice, putting others down, negative responses, inappropriate words, bothering, leaving others out, name calling and unfriendliness. Descriptive evidences of these differences are given below.

Predictable differences. Predictably, some teacher-student emotional supports were evidenced in their interactions with students but were not evident in students' interactions with each other. This included opportunities created for social interactions. As classroom leaders each teacher arranged seating (in groups) and instructional tasks (team work) that facilitated social interactions. Predictably this was not something that the researcher expected students to do.

Non-supports. The researcher was expecting to find the teacher's tone of voice and non-confrontational stance reflected in students' interactions with classmates. Although there was some evidence of this, there was also evidence of emotional non-supports.

Putting others down. On the first day of observations in Classroom A, students were observed to be speaking disrespectfully to each other in harsh tones. Juan suggested hot chocolate as a reward for meeting expectations, Philip interrupted with, "That's hot." The teacher reminded him not to put others down. While students in Classroom A were working on their science projects in the computer lab, Viola said, "If you're not smart - like Celia." Celia started to cry.

Harsh tone of voice. In Classroom A, during the teacher's instruction Philip shouted out, "Nasty! What you spit on me for?" The teacher ignored this interruption. This interaction was caught on camera but did not capture anyone spitting on him. The teacher told the researcher later that she was helping students to learn how to respond with an appropriate tone of voice.

Negative responses. In Classroom A, one of Philip's group members asked him to follow the family rules so they could get a reward, he replied, "I don't care." Another student asked him, "Who invited you into our circle?" He replied, "Your mamma." He told another student, "Forget you then." At one focus group interview a student shared that sometimes her classmates say, "Oh, you're not smart. I don't like you. I don't want to play with you."

Inappropriate words. Students in Classroom A shared that Philip and Pam said inappropriate words to them like crap and do-do.

Bothering. During three focus group interviews students in Classroom A shared that Philip was bothering them and they had to debug. When the researcher asked students to share what Philip did to bother them, responses included: “He was saying things that were not appropriate and won’t stop when we asked him to; he was not giving me personal space; he kept talking to me and throwing my stuff around; he keeps pushing my finger.” Students in Classroom B shared that sometimes classmates bother them and they feel frustrated.

Leaving out. Philip complained loudly that Pam was leaving him out. He told another student, “I’m trying to talk to you. Don’t ignore me like that.” At a focus group interview Philip shared the following:

When I was standing by Olive she was like, “Why are you standing here?” I’m like, ‘I’m just standing here. I can’t stand?’ She’s like, “We don’t even need your help. We got Tiffany already.”

The researcher asked him, “How did that make you feel?” He said, “Left out!”

In Classroom B, Mary shared the following:

My team members went to May’s house to work on the project. I could have given information too. But every time I tried to get on the computer, they won’t let me. I said, ‘Let me do something.’ They gave it to me. Then they took it back.

Name calling. Pam called a classmate, “Showoff!” Then she said to the researcher who had begun to write down this interaction, “No, no, don’t write that down.” Philip shared that the students call him Chucky.

In Classroom B, Joshua said that his classmates call him, “Shorty,” and tell him that he will never be tall. He said he gets mad when they say that.

Unfriendliness. One student in Classroom B shared: “Some of us are not really friends. Some of us really don’t like each other.”

Summary of RQ 4 Part D: Differences in T-S and S-S emotional supports.

Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors? The evidence presented in RQ 4 Part D (the foregoing section) answered this fourth part of the question with respect to differences in T-S and S-S emotional supports. The evidence revealed that the differences that exist between teacher-student and student-student interactions in terms of providing emotional supports in multi-grade parochial classrooms staffed by teachers nominated as effective by their supervisors were:

- Predictable differences,
 - Opportunities for social interactions,
- Tone of voice,
- Non-confrontational stance,
- Non-supports,
 - Harsh tone of voice,
 - Putting others down,
 - Negative responses,
 - Inappropriate words,
 - Negative responses,
 - Bothering,

- Leaving others out,
- Name calling, and
- Unfriendliness.

Summary of Research Question 4

This question asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

The evidence from classroom observations and interviews revealed that like their teachers, students made their presentations fun by using a variety of strategies and media including songs, models and role playing. They also copied their teachers by scaffolding each other during instructional tasks while holding each other accountable by not giving more help than was necessary. Emotionally, students' interactions reflected what their teachers did by showing sensitivity to each other's needs, by including each other and by solving problems when they arose.

However the evidence also showed that students displayed negative behaviors in their interactions with each other that were not evident in their teachers' interactions with them. They called each other names, were not always helpful, put each other down, used inappropriate words, and bothered each other by being distracting.

V. DISCUSSION

In this study the researcher investigated the characteristics of and the relationships between the teacher-student and student-student interactions in two parochial elementary classrooms staffed by teachers nominated as effective by their supervisors. The research presented in the literature review of this study suggested that when teachers supported their students organizationally, instructionally and emotionally, then students would also be able to support each other. What follows is a discussion of the results of this study within the context of the research set forth in the review of literature (Chapter 2). First, the chapter will offer a summary of the study. Then, it will offer conclusions and discussions for each of the four research questions. Finally it will offer implications for practice, teacher training, professional development, and public policy and it will give recommendations for future research on classroom interactions.

Study Summary

This qualitative research study was conducted in the 2011-2012 school year in the multi-grade classrooms of two teachers nominated as effective by their supervisors in a parochial school district. Three superintendents each nominated five teachers whom each believed fit the descriptors of effective teaching garnered from the research and outlined in a letter sent to them by the researcher. The two teachers selected for the study had the highest and second highest number of votes. The first teacher's classroom (Classroom A) consisted of 12 third and fourth graders and the second teacher's classroom (Classroom

B) consisted of 16 fifth and sixth graders. Each teacher gave a written consent to participate in the study and a parental consent was obtained for each student. The researcher spent four weeks (two in each classroom) observing and video-taping the teacher-student and student-student interactions and interviewing teachers and students at the end of each day to clarify observations.

Research Questions

This qualitative research study posed the following four questions:

1. How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports?
2. How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other?
3. What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional, and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?
4. What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

Discussion of Results

Research Question 1 Part A. Teacher-Student Organizational Supports

The first research question asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports?

The evidence revealed that teachers were intentional about creating a well-organized environment with clear rules, expectations, routines, procedures and consequences to facilitate effective classroom interactions. Thus in response to Research Question 1 the data revealed that when interacting with their students the effective teachers provided organizational supports including: routines and procedures, rules and expectations, refocusing strategies, teacher attributes, and democracy.

These results strengthened the theoretical perspective of Rhodes and Bellamy (1999) who hold the teacher accountable for providing the guidelines and creating the environment for the learner to arrive at his or her own conclusions. The teachers intentionally created a well-organized environment with clear rules, expectations, routines, procedures and consequences to facilitate effective classroom interactions. This finding is consistent with those described in the synthesis of research studies by Brophy and Good (1986) in which they found that effective teachers provided a clear definition of rules and expectations, communicated these to their students and explained the reasons why they were necessary.

The evidence also revealed that the teachers did not take it for granted that students would remember the rules and expectations from day to day. Each morning, at the classroom meetings the teachers reminded students of the expectations and the

procedures to be followed for every activity. The need for repetition and reminders of the rules, expectation and procedures was especially apparent each Monday after students had been away from the classroom with its predictable rules, expectations, routines, and procedures. Students did not seem to internalize these.

This finding seems to contradict the conclusion reached by several researchers (Méard, Bertone, & Flavier, 2008) who found that in classrooms where the rules, expectations, routines and procedures were clearly explained and practiced, students internalized them and there was less and less need for repetition of these as the school year progressed. But a closer examination of the results would show that the need for reminders was greater in Classroom A where the teacher had only been with students for two full weeks of school when the observations started. Before this time students were led by a substitute teacher who was not considered to be effective. So students were unlearning the rules, expectations, routines and procedures they were exposed to by the substitute teacher at the same time that they were learning those of the effective teacher being observed. The teacher in Classroom B had been with students for half of the school year when her classroom interactions were observed. In this Classroom (B) there was less repetition of the rules, expectations, routines and procedures on Mondays than in Classroom A. It could be that in effect the study does support the conclusions reached by researchers who found that as the school year progressed students internalized the rules, expectations and procedures which were explicitly stated and practiced at the beginning of the school year.

It is possible to conclude from the foregoing discussion that the rules, procedures, routines and expectations put in place by the teacher help in the smooth running of the

classroom. But students need time to internalize these. Therefore teachers must continually remind and refocus students until these become a part of students' psyche.

Research Question 1 Part B. Teacher-Student Instructional Supports

Research Question 1 asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports? The evidence revealed that teachers provided instructional scaffolds for students while holding them accountable for what they could do. They used metacognitive strategies asking students to focus more on the problem solving processes rather than the answers. They were not bound by pre-packaged curricula but were allowed to use a variety of resources and media for instruction. Thus in response to Research Question 1 the data revealed that when interacting with their students, effective teachers provided instructional supports including: fun activities, holding students accountable for their learning, motivation, equipping students with learning tools, varied instructional materials/media, varied instructional strategies, and scaffolding.

In his synthesis of research on effective teaching, Stronge (2007) describes an effective teacher as one who demonstrates care for students by more than a kind word, a phone call home, or a congratulatory note. He/she also provides the support to help a child succeed and holds the child accountable for his/her own learning. The effective teachers in the present study did much to help students achieve autonomy in classwork.

The teachers in this study did this by first providing many scaffolds such as modeling, clarifying directions, and by providing materials and small group peer support for students. But after all this was done, they held students accountable for their own

learning, refusing to do for students what they could do for themselves and sometimes telling students, “I do not see you trying. I won’t do the work for you.” These findings confirm those of researchers like Brophy and Good (1986) whose synthesis of research on effective teaching found that such teachers’ instructional supports consisted of scaffolds but led to a gradual release of responsibility, thus helping students to monitor and improve their own learning. The results also reflect the findings of Bogner et al. (2002) who observed seven Grade 1 classrooms for one year and found that effective teachers did much to scaffold student instruction with the goal of moving them towards independence, ownership and responsibility for their own learning.

One of the premier goals of the school district within which this study was conducted (the Florida Conference of Seventh-day Adventist) is to develop independent thinkers who would not be “mere reflectors of other men’s thoughts” (White, 1903). Students were given some opportunities to do this through the limited directions given for class projects, and by being allowed to identify weak areas in their writing and to set future writing goals. But the researcher was disappointed to find that students did not take more of a leadership role in their learning through the identification of projects/topics they were interested in and by identifying real world projects that they could be engaged in to extend their learning outside of the classroom.

The conclusion that can be reached from this discussion of instructional supports provided by teachers is that while effective teachers are expected to scaffold student learning, they must also hold students accountable for what they can do for themselves. Furthermore students need to be given opportunities to develop greater autonomy in their

learning by exploring their own questions and by engaging in real word projects outside of the classroom.

Research Question 1 Part C. Teacher-Student Emotional Supports

Research Question 1 asked: How do teachers, described as effective by their supervisors, in multi-grade parochial classrooms interact with their students in terms of providing organizational, instructional and emotional supports? The evidence revealed that teachers created an emotionally safe classroom atmosphere where students' needs and perspectives were considered and where they were given many opportunities and explicit strategies for social interactions. Thus in response to Research Question 1 the study found that when interacting with their students, effective teachers provided emotional supports including: building positive affect, giving students tools and opportunities for social interactions and by demonstrating care for students.

One of the problems that prompted this study was the focus on achievement gains within the academic community. This focus ignores the ever-increasing problems of social interactions faced by our youth. Observational descriptions of 780 U.S. third grade classrooms distributed across more than 250 school districts and taught by "qualified teachers" (holding a bachelor's degree or higher) revealed that only 25% provide an adequate level of emotional support (NICHD, 2005).

As the results of the present study indicated, the effective teachers did much to support their students emotionally. They built an emotionally safe classroom environment by: using morning meetings to foster belonging and inclusion, building a family atmosphere, being open, using calm, quiet tones, giving positive feedback and using humor. In addition, they provided students with tools for social interactions and

opportunities to use those tools. These findings support the theoretical perspective of Pianta (1997) who argued that, as socializing agents, teachers can influence the quality of students' social and intellectual experiences by their abilities to instill values in children, by their own example, by addressing students' needs to belong and by serving a regulatory function for the development of emotional, behavioral and academic skills.

How do teachers learn to teach this way? The strategies used by teachers to support students emotionally reflect the philosophies of Responsive Classroom (RC) which is described as "a researched backed approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction" (Northeast Foundation for Children, Inc. [NEFC], n.d.,). The core principle is to create a warm, safe, joyful place for students to learn and take risks as they strive to meet their full potential. Key practices include a daily morning meeting, positive teacher language, a proactive approach to discipline, and giving students choices in their learning.

Both teachers who participated in the study had extensive training in the Responsive Classroom approach. The teacher in Classroom A had participated in two one-week intensive training sessions in Responsive Classroom principles. This qualified her to be a trainer in Responsive Classroom seminars conducted by the FCSDA for all of its teachers. In addition she also conducted seminars only for the teachers at her school during monthly half-day study group sessions for one year. The teacher in Classroom B attended these seminars and received her training in Responsive Classroom principles during these sessions. Training in Responsive Classroom principles involved learning how to: conduct morning meetings (greeting, sharing, and making announcements);

create rules collaboratively with students; interactively model socialization tools; use positive teacher language; and implement logical consequences. These principles are all taught in context; that is, using real world classroom context and content (NEFC, 2012) and not as an isolated character development curriculum.

The FCSDA has embraced the Responsive Classroom philosophy because it so closely reflects what they are striving to achieve through their education of students. They want to see their students develop care and respect for themselves and others and they value the Responsive Classroom approach as a means of providing practical strategies that teachers could use to accomplish this goal.

It could be concluded from the foregoing discussion that teachers were able to support their students emotionally by using specific strategies adopted from the Responsive Classroom model to create safe, caring, classroom environments where students' needs for belonging and social skills training were specifically targeted. These teachers had been intensively trained in these principles. In addition, the RC strategies reflected the broad philosophies of the school district to which the teachers in the study belonged.

Perhaps effective teachers' ability to support their students depends upon their level of training in the techniques of such supports and the extent to which they are committed to the principles of classroom interactions adopted by their school district.

Research Question 2 Part A. Student-Student Instructional Supports

Research Question 2 asked: How do the students in multi-grade parochial

classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other?

The evidence revealed that students used some of the same instructional strategies modeled by their teacher. Two students explicitly said that they copied their teacher. The extent to which students copied their teacher was evidenced by the use of real objects, models, and real world examples in their presentations of projects. Thus in response to Research Question 2 the evidence revealed that when interacting with each other students provided their classmates with the following supports: fun activities, students holding each other accountable for their learning, motivation, using varied instructional materials/media, varied instructional strategies, and scaffolding.

This finding is reflective of previous research on student-student interactions conducted by Gnadinger (2008) who examined the ways in which students scaffold each other during collaborative classroom activities. Her qualitative study was conducted in a primary multi-age classroom of 23 second and third graders. Data were collected on a weekly basis for four months using videotapes, informal interviews with teacher and students, and field notes. The data revealed that engagement with the academic content in small groups provided opportunities for students to assist peers by using questioning, providing feedback and instructing. Gnadinger (2008) opined that students may have just been copying the helping methods used by their teacher.

The results of the present study support the findings from Gnadinger's study because it found that students intentionally copied some of the instructional approaches used by their teacher. For example, during their group activities they provided scaffolding for each other by reading directions and asking questions, stopping short of giving each

other the answers since that would be considered cheating. When given the opportunity to present new material to their classmates they used models, film clips, songs and role play. All of these strategies were used by their teacher during her presentation of new material.

No strategies were used by students during peer instructional activities that were not first modeled by their teacher. This is not surprising since, unlike their teachers, students have not been formally trained in classroom instructional strategies. This leads to the conclusion that teachers must first explicitly model and use any peer instructional support strategies that they desire students to use to support each other during peer instructional activities.

Research Question 2 Part B. Student-Student Emotional Supports

Research Question 2 asked: How do the students in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors interact with each other in terms of providing instructional and emotional supports to each other?

Emotionally, students cared for each other by showing compassion, helping, sharing, complimenting, and using kind words; including each other in classroom activities; and problem solving. Thus in response to Research Question 2 the evidence revealed that when interacting with their classmates, students provided each other with the following supports: redirecting, caring for each other, problem solving, and inclusion. However, some students did report that they did not feel cared for by their classmates and there was some evidence of non-supports (negative interactions).

According to Maslow (1987) and Noddings (1992) students are only able to demonstrate an ethic of care for fellow classmates after their own safety needs are met. As reported in the results of this study students were able to support their classmates

emotionally by showing compassion, helping, sharing, complimenting, using kind words, including each other in classroom activities, and problem solving.

Although these supports closely reflected those given to students by teachers and confirm the theoretical perspective of Maslow (1987) and Noddings (1992), the researcher was disappointed but not surprised to find that there were some negative interactions between students and a feeling of insecurity on the part of some students. This leads to the conclusion that positive role models and the creation of a safe classroom climate by the teachers seemed to reduce but not eliminate the display of negative emotions during peer classroom interactions. A fuller discussion of this conclusion will be given in the discussion of the conclusions of Research Question 4.

Research Question 3 Part A. Teacher-Student Organizational Supports and Student-Student Interactions

Research Question 3 asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

Part A of this third question examined the relationships between the teacher-student and student-student interactions in terms of organizational supports. The evidence found that the teachers' organizational supports including rules, expectations, procedures and consequences provided a framework for students' interactions. When students redirected and self- corrected, they referred to the rules, expectations and consequences. Their willingness to include and to listen respectfully to each other was reflective of what they had practiced with the teacher during the morning meetings. Thus in response to

Research Question 3, the evidence revealed that the characteristics of the relationships that exist between teacher-student interactions and student-student interactions within the context of providing organizational supports in multi-grade classrooms staffed by teachers described as effective by their supervisors were: inclusion, active listening, helping, respect, teamwork, redirecting, cleaning up and organizing classroom supplies.

The teacher's provision of the organizational framework through rules, expectations, routines and procedures, created the context for students' interactions with each other. This gets to the heart of this research study which is built upon the premise that the teacher leads the way in the classroom both by the model she/he provides and by creating the environment for the learner to arrive at his/her own conclusions (Rhodes & Bellamy, 1999).

The results reflect the findings from a series of studies conducted by Anderson, Everston, and Emmer (1980); Emmer, Evertson, and Anderson (1980); and Evertson and Emmer (1982) of 27 elementary and 51 junior high or middle school classrooms. Qualitative data, including extensive observer field notes and interviews with teachers, were collected. Extensive classroom observations were conducted at the beginning of the school year giving a picture of how a well-managed setting is created. Two key findings were: (a) good classroom management is preventive rather than reactive, and (b) teachers help create well-managed classrooms by identifying and teaching desirable behaviors to their students. This resulted in a more positive climate and student cooperation throughout the year.

Both teachers who participated in the study stressed their school's emphasis on creation of the rules, expectations, procedures, and routines early in the school year so

that students would be provided with the context within which all instructional activities would take place. The Responsive Classroom model described earlier and embraced by both teachers stresses the creation and practice of procedures and routines during the first six weeks of school. The researcher found it interesting that the classrooms observed in this study were reflective of a certain culture of positive interactions adopted first by the school district, then by the school administration, and finally the classroom teachers.

The fact that the study was conducted in a Christian school district that upholds principles of caring classroom interactions led the researcher to extend the discussion of the relationship between teacher-student interactions and the resulting student-student interactions to include the relatedness of the culture of the district and school setting upon the student-student interactions. It could be that the longer students are socialized within this culture of caring interactions the more positive their own interactions with classmates would be. In addition, a unique feature of this school district that contributes to longer periods of socialization in the classroom of an effective teacher is the existence of multi-grade classrooms that house two or more grades in the same class taught by a single teacher. Most students in this school district stay with the same teacher for at least two years. In fact, eight of the 16 students in Classroom B had been taught for two years by the effective teacher in Classroom A (in their third and fourth grade years). Four of these eight students were already taught for one year (in fifth grade) by the same effective teacher who was now their sixth grade teacher. So although the school year was only six months old when this study was conducted these four sixth graders from Classroom B had already been socialized in the caring classroom of an effective teacher for at least three years (in Grades 3-5). And four fifth graders in this classroom (Classroom B) had

already been socialized for two years in the classroom of the effective teacher from Classroom A.

The foregoing discussion becomes particularly relevant when considering the fact that most of the negative interactions observed and reported in this study took place in Classroom A where the teacher had only been with students for two weeks before the start of the researcher's observations. Only 3 of her 12 students were taught by her in the third grade the year before.

Most important to the discussion of the relationship between the length of time students are immersed in a culture of caring and their interactions with classmates is the fact that not only did most of the negative interactions found in the study come from one classroom (Classroom A) but six of the seven features of negative interactions observed and reported from that classroom involved one student who had only been in the school for six months and taught by the effective teacher for only two weeks prior to the beginning of the researcher's observations. (The teacher in Classroom A had been on maternity leave.)

The conclusion that can be reached from the foregoing discussion is that the provision of organizational supports early in the school year seems to lead to well-managed classrooms and student cooperation throughout the year. In addition, there seems to be a relationship between the culture of a school district and the length of time a student is immersed in this culture and the way the student interacts with classmates.

Research Question 3 Part B. Teacher-Student Instructional Supports and Student-Student Interactions

Research Question 3 asked: What are the characteristics of the relationships that

exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

Not only were the teachers' instructional tools and strategies copied by students, but the modeling and existence of these seemed to help make collaboration and team work run smoothly after the teacher had modeled what needed to be done. Thus in response to Research Question 3 the evidence revealed that the characteristics of the relationships that exist between teacher-student interactions and student-student interactions within the context of providing instructional supports in multi-grade classrooms staffed by teachers nominated as effective by their supervisors included: engagement, cooperation, scaffolding, peer tutoring, and positive feedback.

When the teacher explicitly gave clear directions for the completion of tasks, modeled tasks, and spent time scaffolding students, they stayed engaged longer and were less off-task than when the teacher failed to give these instructional supports. This finding is supported by those in a study conducted by Skinner and Belmont (1993) involving 144 students in Grades 3-5 and their 14 teachers in a rural-suburban school district in upstate New York. Data were gathered through teacher and student self-report during the fall and spring. The study found that teacher behavior influences student engagement. The authors concluded that "children who experience their teachers as providing clear expectations, contingent responses, and strategic help are more likely to be more effortful and persistent" (Skinner & Belmont, 1993, p. 8).

Another finding of the present study was that students seemed to be able to work well in cooperative learning groups when the teacher gave instructional supports such as

well- defined descriptors of the tasks as evidenced by a rubric, clear definition of roles, and well-defined expectations. This result seems to satisfy the recommendation of Kumpulainen (1996) who suggested that when teachers design collaborative activities, they should pay attention to the classroom learning context as a whole, helping kids to acquire the skills needed for effective interaction and learning. Kumpulainen and Wray (2002) point out that classroom peer activities are often preceded and followed by whole class teacher-led interactions. Therefore although the teacher may not be physically present during the peer interactions, his/her “presence” was evident in the preparation and feedback given to students before and after peer group interactions.

The foregoing discussion leads to the conclusion that before teachers set students to work either at individual or group tasks, they should adequately prepare students for such tasks by providing scaffolds and clear definition of roles, tasks and expectations in order to support students and provide them with what they need for successful completion of tasks.

Research Question 3 Part C. Teacher-Student Emotional Supports and Student-Student Interactions

Research Question 3 asked: What are the characteristics of the relationships that exist between teacher-student interactions and student-student interactions, within the context of providing organizational, instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers described as effective by their supervisors?

In response to Research Question 3 the evidence revealed that the characteristics of the relationships that exist between teacher-student interactions and student-student interactions within the context of providing emotional supports in multi-grade classrooms

staffed by teachers nominated as effective by their supervisors included: students' use of socialization tools provided by the teacher; compassionate relationships reflective of T-S relationships; students' willingness to take risks in the safe environment created by the teacher; students' ability to get along with each other using the supports provided by the teacher; students' ability to trust and bond with each other in the safe environment created by the teacher; and students willingness to exercise self-control by using the supports provided by the teacher.

Research suggests that teachers who create an emotionally safe classroom climate are more likely to foster students' feelings of connectedness and in turn better classroom conduct (Birch & Ladd, 1998; Hamre & Pianta, 2001; Howes et al., 1994). These research findings strengthen the results of the present study which found that the emotionally safe environment and socialization tools provided by the teacher were reflected in the way students gave each other positive feedback and in their use of the socialization tools when problems arose in the classroom. These results are also strengthened by the study by Ruus et al. (2007), conducted in 65 Estonian general education schools. A total of 3,838 seventh, ninth, and twelfth grade students filled out questionnaires asking about school climate, emotional well-being and coping strategies. The study found a statistically significant relationship between students' perception of the school climate, their emotional well-being, and their ability to cope with social problems.

One conclusion that can be reached from the foregoing discussion is that when students are given problem solving tools and opportunities to use those tools in a safe learning environment, this helps them to feel confident to tackle social problems when they arise in the classroom.

Research Question 4. Similarities and Differences between Teacher-Student and Student-Student Interactions

Research Question 4 asked: What similarities and differences exist between teacher-student interactions and student-student interactions in terms of providing instructional and emotional supports, in multi-grade parochial classrooms staffed by teachers who are described as effective by their supervisors?

The evidence revealed that, like their teachers, students made their presentations fun by using a variety of strategies and media including songs, models and role playing. They also copied their teachers by scaffolding each other during instructional tasks while holding each other accountable by not giving more help than was necessary. Thus, in response to Research Question 4, the evidence revealed that the similarities between teacher-student and student-student instructional supports were: fun activities, accountability, motivation, varied instructional media and materials, and scaffolding.

The evidence revealed that the differences between teacher-student and student-student instructional supports were: predictable differences in teacher motivation and instructional tools and strategies; and instructional non-supports from students including unhelpfulness, and distrust.

The evidence also showed that students displayed emotional non-supports in their interactions with each other that were not evident in their teachers' interactions with them. In response to Research Question 4 the evidence revealed the following differences between teacher-student and student-student interactions in terms of providing emotional supports: name-calling, unhelpfulness, putting each other down, using inappropriate words, unfriendliness, and bothering.

What accounted for the totally positive teacher-student interactions observed and reported in both classrooms? One possible source is the Responsive Classroom philosophy embraced by the school district and practiced by the teachers in the study. As discussed in the conclusions to Research Question 2, one key practice of this philosophy is positive teacher language. Teachers are trained to: use the three r's of teacher language- reinforce, remind, and redirect; offer meaningful, specific encouragement; and use respectful tones of voice when speaking to students. Another important aspect of the training in teacher language is the skillful use of wait time before responding to students. One of the teachers in the study shared that when responding to student misbehaviors, this wait time helped her calm down, gather her thoughts and formulate an appropriate response because she never wanted her students to see her out-of-control.

Another reason that may explain the totally positive teacher-student interactions is that, as Seventh-day Adventists educators, both teachers in the study embrace the standards for classroom climate set forth by the North American Division Office of Education. These standards include: encouraging recognition and respect for the value and worth of each student; providing a variety of positive examples and experiences; enabling students to attain the highest level of achievement; and encouraging students to accept personal responsibility for their behavior and choices (North American Division Office of Education, n.d.).

Although this research was conducted in a Christian school district and some readers may be skeptical about the applicability of the findings to public school populations, a closer look at the similarities between the philosophy of this school district and that of Responsive Classroom reveals that positive teacher-student interactions can

take place in any school district that uses Responsive Classroom principles. In fact researchers have found that Responsive Classroom teacher practices in public school populations were correlated with positive outcomes for students. Specifically, teachers who used more Responsive Classroom practices had children with better academic and social behavior, and more favorable perceptions of school (Brock, Nishida, Chiong, Grimm, & Rimm-Kaufman, 2008).

Another important difference between teacher-student and student-student interactions in terms of emotional supports was that some students reported not feeling cared for by their classmates because team mates discounted their ideas and contributions to group projects. This finding is reflected in the results of a study conducted by Matthews and Kesner (2003) who investigated the role that peer status plays in small group literacy events. Their investigation was carried out for one academic year with 15 children in a first grade classroom taught by a teacher nominated as effective in a school system outside a large metropolitan area in the southeastern United States. Children's participation during small group literacy events were observed and videotaped. Peer status was identified by: observing with whom the children interacted when given unrestricted opportunity and how they responded to one another during whole class literacy events, by teacher input (friendship patterns), and by peer nominations (sorting photographs of their classmates into three piles: best friend, friend and not a friend). The study found that children's successful participation during small group events was often determined by their status in the group. Children who could perform the literacy task but were rejected by their peers often had their ideas discounted or rejected because they lacked the social skills necessary to navigate positively within the social events. On the

other hand children who were well liked by their peers were often chosen as leaders and their ideas were frequently captured in the final products. Matthews and Kesner (2003) opine that, “when teachers design small group instructional activities, they are not only providing opportunities for students to express who they are academically but also who they are socially” (Matthews & Kesner, 2003, p. 19). Like Kumpulainen (1996), they suggest a role for teachers in developing children’s social skills by guiding children through conflict resolution strategies and by providing opportunities for students to practice the strategies.

Another aspect of student-student interactions not found in teacher-student interactions were some other emotional-non supports such as the use of harsh tones, name calling and leaving others out. The researcher wondered if this would always be characteristic of student-student interactions (albeit in a weaker sense) even in the most emotionally safe classroom because of the way students are socialized outside of school. Many educational theorists (Bandura, 1977; Duffy & Jonassen, 1992; Gee, 2001; McMahon, 1997; Vygotsky, 1978) hold that the learner’s construction of knowledge and truth is influenced by his/her background, culture, and social interactions with other members of the society or group. Similarly, human development theory holds that the child is a function of the environment within which he/she exists and that together with parents and neighborhoods, the classroom environment provides the foundation upon which the child will develop beliefs about the world around him/her (Bronfenbrenner, 1979).

A closer look at the main source of the negative interactions in this study strengthens the theoretical perspective of Bronfenbrenner. Of the seven features of

negative student-student interactions found in the data, six of them involved the same student. He (Philip) was either the one initiating the negative interaction or he was receiving it. Philip was rejected by his parents at birth and was receiving professional help for emotional dysfunction. This was his first year in the school and when the researcher asked about his presence in the school and classroom the teacher's response was: "All that child needs is love. He has experienced so much rejection in his life." She said that he was beginning to respond to the emotional supports he was receiving from her (even though she had only been with her students for two weeks when observations of her classroom interactions took place).

Based on the foregoing discussion of negative interactions, the researcher wondered about two things. First, was there a relationship between negative student-student interactions and the length of time students were socialized in the classroom of an effective teacher? Second, how does a students' socialization at home and in the community affect his interactions in the classroom of an effective teacher? The researcher feels that the pursuit of answers to these questions would constitute worthwhile future research.

What was surprising in the present study was that much care and attention had been given to developing students' social skills so that they could navigate social interactions during group tasks. Yet some students still reported not being cared for and felt that their ideas were discounted in group tasks. It may be that this feeling of rejection may just have been transient in keeping with mood swings of children.

The conclusion that could be reached from the foregoing discussion is that it is possible for teachers in Adventist schools who are trained in Responsive Classroom

principles to always stay positive in their responses to student behaviors, modeling for students how to interact respectfully with classmates no matter what the situation. However, in spite of the positive modeling presented before them daily, and the socialization tools given to students, it is still possible to find negative aspects of students' interactions with classmates.

Implications for Classroom Practice

The effective teachers in this study did much to support their students organizationally, instructionally and emotionally without taking time out to do work from a separate curriculum for social skills development. Training in social skills development was incorporated into daily instructional activities throughout the day. Teachers even used the sharing time during morning meetings to review curriculum concepts taught in previous lessons. This approach has the following implications for classroom practice:

First, teachers should instruct students in social skills development in context, that is, as they interact with each other in various instructional activities. Teaching students social skills in isolation would require a transfer of the learning from theory to practice.

Second, after each skill is introduced and modeled, students need to be given lots of opportunities to practice the skills. For example, one skill that the teachers in this study explicitly taught their students was how to listen to each other politely and respectfully making eye contact and nodding encouragingly. Each morning during the morning meetings students had an opportunity to practice this. Then students were given opportunities to make presentations to their classmates and were reminded of the rules of listening. Another skill that students were explicitly taught was how to deal with a classmate who was bugging them. Students were taught how to debug by following

specific steps. The teacher modeled the strategy during the morning meeting. But then each week students were placed in different groups and with different partners so that they would have more opportunities to practice the skill than if they had remained with the partner they had bonded with. Students reported that if they were having trouble getting along with a classmate the teacher made them sit with that classmate for a week so that they would have the opportunity to practice getting along with that student.

A third implication for practice is that teachers need to organize their classrooms processes and procedures to reflect students' needs for belonging and safety. Before students could be expected to support their classmates instructionally or emotionally, they must themselves feel supported by their teachers. The teachers in this study used Responsive Classroom techniques to build an emotionally safe classroom environment. They used roleplaying, questioning, modeling, a wide variety of media and materials, and cooperative groups to support students instructionally.

Fourth, teachers need to be aware that in spite of their best efforts supporting their students organizationally, instructionally, and emotionally, there may still be some students who will interact negatively with classmates from time to time.

Finally, administrators, especially from the Florida Conference school district, can use the results of the present study to identify specific strategies that its effective teachers are using to support students. Teachers who are struggling with classroom interactions could spend time observing the interactions taking place in these classrooms.

Implications for Teacher Training and Professional Development

What makes one teacher more effective than another? Much of the research on effective teaching acknowledges that in order to be effective, teachers need extensive

training in pedagogical content knowledge (Darling-Hammond, 1998; Shulman, 1987). But other researchers (Brophy & Good, 1986; Mohan et al., 2008; Stronge, 2007) acknowledge that in order to truly effect change in students' self-motivation, active engagement in learning, and the development of pro-social behaviors, effective teachers must also have an understanding of individual and group motivation and behavior in order to create a learning environment conducive to the development of these important skills. Such knowledge and understanding cannot all be obtained from pre-service training. Teachers need to be involved in regular, ongoing, intensive in-service training and peer mentoring in effective classroom interactions.

Both of the teachers in this study had extensive on-going training in the Responsive Classroom approach to classroom interactions. And their classroom practices closely reflected the principles of this approach. In his study of the effects of on-going professional training for teachers followed by feedback on their teaching, Flanders (1963) found that teachers who attended the training sessions and received feedback on their teaching using the Flanders Interactive Analysis System were found to use more praise, accept and clarify student ideas more, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk.

Thus, an implication that can be drawn from this study is that in addition to pre-service training, teachers need specific, intensive on-going professional development in classroom interactions in order to be effective in building the kinds of classroom communities where students could be nurtured to achieve their full potential

academically as well as socially.

Implications for Public Policy

Fueled by the re-authorization of No Child Left Behind (NCLB), and the Race to the Top Funding initiative, policy makers are becoming increasingly focused on accountability and the role of qualified or effective teachers on achievement growth (Gordon et al., 2008; Ladd, 2008). In fact teachers are being rewarded with merit pay for improving student performance (on test scores). But researchers who studied what effective teachers do in their classrooms found that such teachers focus not only on students' academic development but also on providing supports to enhance their social development (Brophy & Good, 1986; Mohan et al., 2008; Stronge, 2007). Therefore any effort to evaluate a teacher's effectiveness should not only focus on measuring the academic gains made by students but also their social achievements.

This study revealed that effective teachers did much to support their students emotionally and socially. Students were given tools to facilitate social interactions and many opportunities to use such tools. Their needs for belonging were considered and so they were able to be inclusive and considerate of each other as they worked together in the classroom. In addition, the teachers did much to motivate students and to help them self-regulate their academic and social behaviors. But it would not be surprising to find that in spite of these socio/emotional gains, many of the students in these classrooms were performing below grade level expectations since many of them had been diagnosed with learning disabilities and were being supported academically through the Title 1 initiative.

The teacher in Classroom B shared that when she assessed students she was looking for growth - for gains in performance not necessarily the achievement of A's and B's. Perhaps policy makers could adopt this model which seems more practical and fair to effective teachers. The evaluation of such teachers need to include measures to assess students' socio/emotional skill levels at the start of the school year and then reward teachers for gains made by his/her students in their socio-emotional learning not just their academic performance measured by a test score. After all, according to Dewey (1916) and Apple and Beane (2007) the whole point of schooling is the social outcome.

Implications and Recommendations for Future Research Topics

The strength of this qualitative research study lies in the broad areas of teacher-student and student-student interactions observed, analyzed, and described (i.e. the organizational, instructional, and emotional supports). This gave tremendous insight into the interactions taking place between teacher and students and among peers in the classroom of a teacher nominated as effective. However the researcher feels that such broad areas of study in one research project watered down the extent of the analysis that would have been possible if fewer areas were studied.

In addition, the researcher feels that a qualitative approach to the study of the teacher as leader in classroom interactions was appropriate as a starting point for understanding the relationships between teacher-student and student-student interactions. But further research needs to be done using quantitative measures to show the strength of these relationships. For example, a quantitative measure such as the Classroom Assessment Scoring System (Pianta & Hamre, 2009) could be used to capture the global quality of teacher-student and student-student interactions in the classrooms of effective

teachers. Regression analysis models such as path analyses (McAuliffe et al., 2009) could then be applied to measure the strength of the relationships between each aspect of the interactions.

Another recommendation for future research on the interactions taking place in effective teachers' classroom is that such research be conducted over longer periods, preferably one year, so that changes in students' interactions could be assessed over time. Several of the research studies cited in the present study examined changes in students' classroom interactions over time (for example, Skinner & Belmont, 1993). The two week period of observations in each classroom did not give the researcher an opportunity to observe the growth in student-student interactions as they internalized the rules, expectations, routines and procedures modeled and described by their teacher.

One question still unanswered in the mind of the researcher is: What factors cause students who have been taught to use socialization tools in an emotionally safe classroom environment to interact negatively with their classmates? The researcher feels that this question is worth pursuing as researchers seek to further develop models of classroom interactions.

APPENDICES

Appendix A

Florida Atlantic University

Institutional Review Board Approval



Institutional Review Board

Mailing Address:

Research Integrity

777 Glades Rd.

Boca Raton, FL 33431

Tel: 561.297.0777 Fax: 561.297.2319

www.fau.edu/research/researchint

Nancy Aaron Jones, Ph.D., Chair

DATE: October 25, 2011

TO: Gail Burnaford, PhD

FROM: Florida Atlantic University IRB

IRBNET ID #: 257410-3

PROTOCOL TITLE: [257410-3] Leading the Way: The Relationship between Effective Teachers' Interactions with Their Students And Their Students' Interactions with Each Other in Two Multi-grade Parochial Classrooms

PROJECT TYPE: New Project

ACTION: APPROVED

APPROVAL DATE: October 25, 2011

EXPIRATION DATE: October 24, 2012

REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category B7

Thank you for your submission of Response/Follow-Up materials for this research study. The Florida Atlantic University IRB has APPROVED your New Project. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

- This study is approved for a maximum of 50 subjects.
- It is important that you use the approved, stamped consent documents or procedures included with this letter.
- **Please note that any revision to previously approved materials or procedures, including modifications to numbers of subjects, must be approved by the IRB before it is initiated. Please use the amendment form to request IRB approval of a proposed revision.
- All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed, if applicable.
- Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.
- Please note that all research records must be retained for a minimum of three years.
- This approval is valid for one year. A Continuing Review form will be required prior to the expiration date if this project will continue beyond one year.

If you have any questions or comments about this correspondence, please contact Elisa Gaucher at:

Appendix B

School District Approval



July 14, 2011

The Institutional Review Board of Florida Atlantic University:

This letter is in regards to the research that will be conducted by Eudora Stephens for her doctoral degree at Florida Atlantic University, “Leading the Way: The Relationship between Effective Teachers’ Interactions with their Students and Their Students’ Interactions with Each Other in two multi-grade Parochial Classrooms.” I would like to confirm that Eudora is a former staff member who has earned the trust and respect of our administration and faculty. We are happy to approve this research and look forward to being part of her journey.

Please be assured that no administrators will see Eudora’s field notes or videos. No data will be used in any way for teacher evaluation or student grading. Parental permission will be secured for videotaping and collection of information.

This study will be of great value to the schools that are supervised by my office. The questions that Eudora has set out to answer align with the philosophical underpinnings of our educational system. We have trained our teachers in the Responsive Classroom method and fully believe that the teacher’s affect plays a key role in the students’ manner of interaction within the classroom. We are all anxious to read Eudora’s final research and to apply her study of emotional, organizational and instructional supports to the professional development we do with our teachers.

Thank you for allowing us to be part of this journey. We fully support Eudora.

Sincerely,

Arne Nielsen
Vice-president for Education

AN/mka

Appendix C

Research Participation Consent Form - Superintendent

Dear _____,

I am a doctoral student at Florida Atlantic University under the direction of Dr. Gail Burnaford in the Department of Curriculum and Instruction. I am conducting a research study entitled: Leading the Way: The Relationship between Effective Teachers' Interactions with Their Students and Their Students' Interactions with Each Other in Two Multi-grade Parochial Classrooms.

The purpose of this multiple classroom qualitative case study is to discover, describe and relate the teacher-student, and student-student interactions taking place in two elementary classrooms staffed by teachers nominated as effective by their supervisors in the school district of the Florida Conference of Seventh-day Adventists (FCSDA).

I am requesting your participation in the study which will involve your nomination of five teachers from your elementary schools whom you believe meet the criteria for effective teaching as outlined in the research on effective teaching and summarized in the graphic organizer below. Your participation in this study is voluntary.

The results of the research study may be published, but your name will not be used. The study will benefit you and other administrators in the field by providing a model of effective teaching behaviors in your own school district which may be used for teacher mentoring, evaluation, and teacher rewards. Other possible benefits include a contribution to the knowledge base in terms of indicators, behavioral constructs and examples that occur in classrooms where effective teacher behaviors are valued. These

indicators may then be useful for others to explore in public and other parochial settings.

If you have any questions concerning the research study, please call me at 954-547-1088. You may also call my dissertation committee chair, Dr. Gail Burnaford at 561-297-2305.

Thank you so much for your time.

Sincerely,

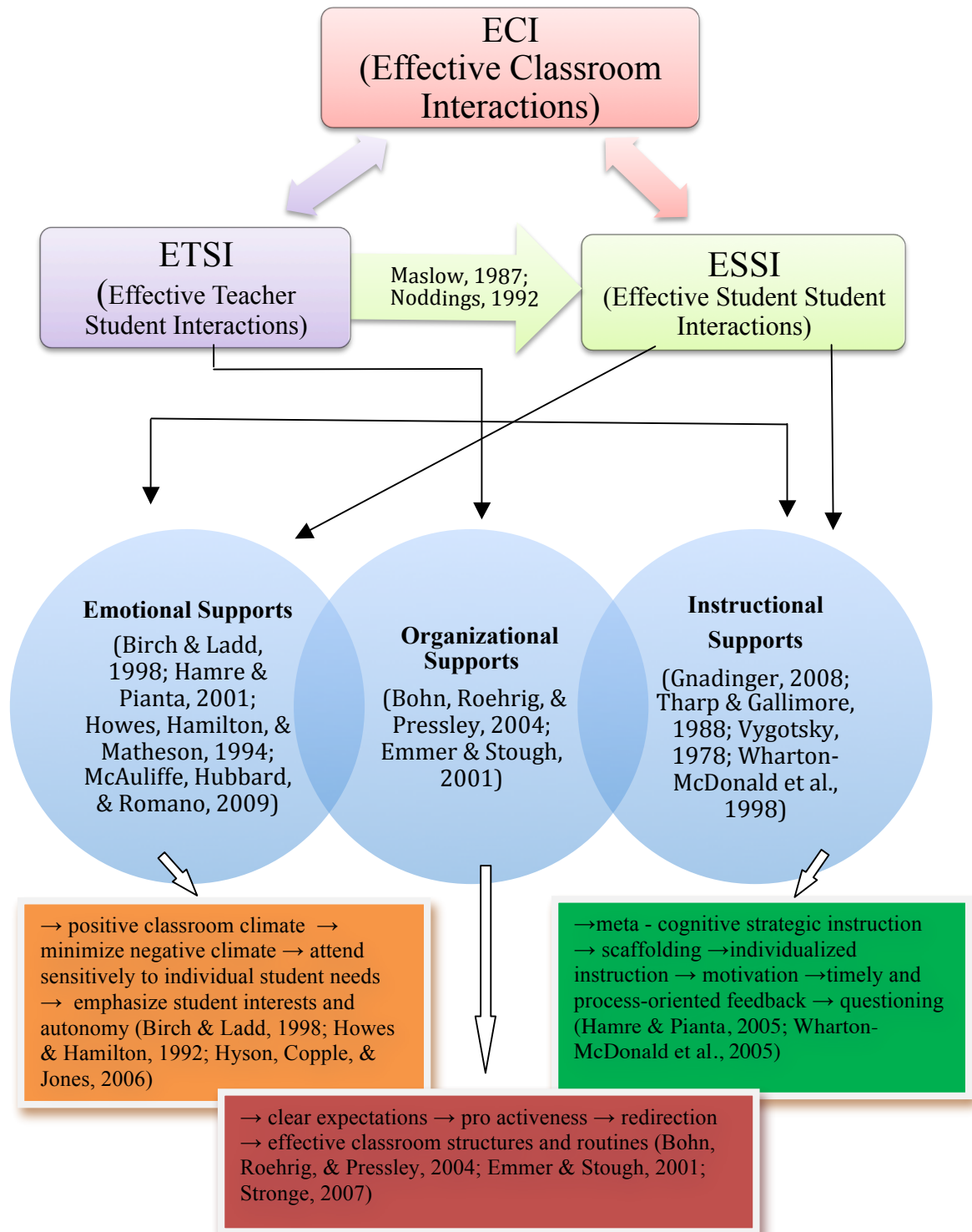
Eudora Stephens.

I _____ consent to participate in the study. Here are my nominations of five effective teachers in the Florida Conference of Seventh-day Adventist based on the criteria for effective teaching summarized in the graphic organizer below:

| Name of Teacher | Grade Level | Name of School |
|-----------------|-------------|----------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Date: _____

Effective Classroom Interactions



Appendix D

Teacher Invitation

Appendix B

Letter of Invitation to Teachers

Dear _____,

I am a doctoral student at Florida Atlantic University under the direction of Dr. Gail Burnaford in the Department of Curriculum and Instruction. I am conducting a research study entitled: *Leading the Way: The Relationship between Effective Teachers' Interactions with Their Students and Their Students' Interactions with Each Other in Two Multi-grade Parochial Classrooms*.

The purpose of this multiple classroom qualitative case study is to discover, describe and relate the teacher-student, and student-student interactions taking place in two elementary classrooms staffed by teachers nominated as effective by their supervisors in the school district of the Florida Conference of Seventh-day Adventists (FCSDA).

I am requesting your participation in the study which will involve observation and video-taping of your interactions with your students and of your students' interactions with each other during whole group and small group instructional events. The observations will take place on Monday, Tuesday, Wednesday, and Thursday of each week for two weeks and will begin at 8:30 am and end at 3:30 pm. Observations will not be conducted during lunch or recess. A maximum of 48 hours (4x6x2) hours of observations will be conducted. At the end of each day's observations I would like to interview your students as a group for a maximum of 30 minutes just to clarify any questions/confusion I might have after observing your class that day. After this I would also like to talk with you for no more than 30 minutes for the same purpose. Your participation in this study is completely voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty to you. The results of the research study may be published, but your name will not be used.

The study will benefit you by providing feedback of the indicators of effective classroom interactions taking place within your classroom. The results would also provide the administrators in the field with a model of effective teaching behaviors which may be used for teacher mentoring, evaluation, and teacher rewards. Other possible benefits include a contribution to the knowledge base in terms of indicators, behavioral constructs and examples that occur in classrooms where effective teacher behaviors are valued. These indicators may then be useful for others to explore in public and other parochial settings.

If you have any questions concerning the research study, please call me at 954-547-1088. You may also call my dissertation committee chair, Dr. Gail Burnaford at 561-297-6598.

Thank you so much for your time.
Sincerely,

Eudora Stephens.



| | |
|--------------|------------|
| Approved on: | 10/25/2011 |
| Expires on: | 10/24/2012 |

Institutional Review Board

Appendix E

Parental Consent

PARENTAL CONSENT FORM

1) **Title of Research Study:** Leading The Way: The Relationship between Effective Teacher's Interactions With Their Students and Their Students' Interactions With Each Other in Two Multi-grade Parochial Classrooms

2) **Investigator(s):** Dr. Gail Burnaford, Principal Investigator; Eudora Stephens, Doctoral Student and Co-Investigator

3) **Purpose:** The purpose of this research study is to discover, describe and relate the teacher-student, and student-student interactions taking place in two elementary classrooms staffed by teachers nominated as effective by their supervisors in the school district of the Florida Conference of Seventh-day Adventists (FCSDA).

4) **Procedures:**

Your child's participation in this study will be voluntary and will require observations and video-taping of your child's interactions with classmates during instructional activities in your child's classroom from 8:30 am to 3:30 pm. Observations and video-taping will be conducted on Monday, Tuesday, Wednesday and Thursday of each week for two consecutive weeks. After each day's observations, your child along with his/her classmates will participate in a group interview in which the students as a group will be asked a few questions arising out of the observations. This interview will take no more than 30 minutes to complete and will be conducted at the end of classroom instruction. The interview will be audio-taped. Audio taped and video-taped recordings will only be used for analysis by the investigators and will not be shared with anyone else. There will be no way to identify your child when the research results are discussed. Audiotapes and videotapes will not be listened to or viewed in any public space, such as the school or classroom. If you do not give consent for your child to participate in the study your child will remain in the classroom but will not be video-taped or audio-taped. If for any reason your child is accidentally video-taped the frame will be edited to remove your child from the video.

5) **Risks:**

The risks involved with participation in this study are no more than your child would experience in regular daily activities. However if you agree to have your child video-taped, observed, interviewed and audio-taped, information may be shared that could be traced back to your child. In order to minimize this, the investigator will not use real names of your child, other students, your child's teacher or school when discussing the results of the study. The study has no relationship to any evaluation of your child.

6) **Benefits:**

The potential benefits to your child include obtaining a list of things he/she can do and say to get along well with classmates when completing classroom activities. In addition, this research will contribute to a greater understanding of what effective teachers do and say in their classrooms to support their students emotionally, academically, and organizationally.

7) **Data Collection & Storage:**

Any information collected about your child will be kept private and secure and only Dr. Burnaford, the principal investigator and I, Eudora Stephens, the co-investigator will see your child's data, unless required by law. Paper copies of the transcribed data and tapes of the audio and video recordings will be kept for 1 year in a locked cabinet with no link to your child's identity in the co-investigator's office. After 1 year, all paper copies of transcripts will be destroyed by shredding and electronic data will be deleted. We may publish what we learn from this study. If we do, we will not let anyone know your child's name/identity unless you give us permission.

8) **Contact Information:**

For questions or problems regarding your child's rights as a research subject, you can contact the Florida Atlantic University Division of Research at (561) 297-0777. For other questions about the study, you should call the principal investigator, Dr. Gail Burnaford at (561) 297-6598.

9) **Consent Statement:**

I have read, or had read to me, the information describing this study. All of my questions have been answered to my satisfaction. I allow my child _____ to take part in this study.

First Name / Last name

My child can refuse to participate or stop participating at any time without giving any reason and without penalty. I can ask to have the information related to my child returned to me, removed from the research records, or destroyed. I have received a copy of this consent form.

My child may _____ may not _____ be audiotaped/videotaped.

Signature of Parent or Guardian: _____ Date: _____

Printed name of parent: First Name _____ Last Name _____

Signature of Investigator: _____ Date: _____



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| Approved on: | 10/25/2011 |
| Expires on: | 10/24/2012 |

Institutional Review Board

Appendix F

Teacher Consent Form

TEACHER CONSENT FORM

1) **Title of Research Study:** Leading The Way: The Relationship between Effective Teacher's Interactions With Their Students and Their Students' Interactions With Each Other in Two Multi-grade Parochial Classrooms

2) **Investigator:** Dr. Gail Burnaford, Principal Investigator; Eudora Stephens, Doctoral Student and Co-Investigator

3) **Purpose:** The purpose of this research study is to discover, describe and relate the teacher-student, and student-student interactions taking place in two elementary classrooms staffed by teachers nominated as effective by their supervisors in the school district of the Florida Conference of Seventh-day Adventists (FCSDA).

4) **Procedures:** Your participation in this study will be voluntary and will require observations and video taping of your interactions with your students and their interactions with each other during instructional activities in your classroom from 8:30 am to 3:30 pm. Observations and video taping will be conducted on Monday, Tuesday, Wednesday and Thursday of each week for two consecutive weeks. After each day's observations, you will be asked a few questions arising out of the observations. This interview will take no more than 30 minutes to complete and will be conducted at the end of classroom instruction. The interview will be audio-taped and transcribed word-for-word by the investigators. You will be offered a copy of each transcribed interview. Audio taped and video-taped recordings will only be used for analysis by the investigators and will not be shared with anyone else. There will be no way to identify you when the research results are discussed. Audiotapes and videotapes will not be listened to or viewed in any public space.

5) **Risks:** The risks involved with participation in this study are no more than you would experience in regular daily activities. However if you agree to be video taped, observed and interviewed, information may be shared that could possibly be traced back to your school. In order to minimize this and protect your confidentiality, the investigators will not use your real name or the name of your school or students when discussing interview data. Instead, pseudonyms for you, your school and your students will be used. The study has no relationship to any evaluation of your teaching.

6) **Benefits:** Potential benefits from the study results include the identification of indicators, behavioral constructs and examples of effective interactions that occur in the classrooms staffed by teachers who have been nominated as effective by their district superintendents. These indicators may then be useful for administrators as they seek for ways to mentor teachers and to equip them for success in the classroom; for teacher training programs; for professional development; for curriculum construction; and for teacher merit pay. In addition, you and your students will be able to identify exactly what you are doing and saying to create a safe, caring learning environment through effective interactions and your students will be encouraged to continue such positive interactions. You would also have the satisfaction of knowing that you have contributed to research that will help other teachers and their students have better interactions with each other.

7) **Data Collection & Storage:** All of the results will be kept confidential and secure. Only the principal investigator (Dr. Burnaford) and I, Eudora Stephens (the co-investigator) will see your data, unless required by law. Paper copies of the transcribed data and tapes of the audio and video recordings will be kept for 1 year in a locked cabinet with no link to your identity in the co-investigator's office. After 1 year, all paper copies of transcripts will be destroyed by shredding and electronic data will be deleted.

8) **Contact Information:** For related problems or questions regarding your rights as a research subject, contact the Florida Atlantic University Division of Research at (561) 297-0777. For other questions about the study, you should call the Principal Investigator, Gail Burnaford at (561)297-6598 or the Co-Investigator, Eudora Stephens at (954) 547-1088.

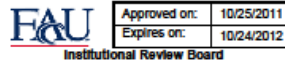
9) **Consent Statement:**

I have read or had read to me the preceding information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time without penalty. I have received a copy of this consent form.

I agree ____ I do not agree ____ to be video-taped and audio-taped.

Signature of Participant: _____ Date: _____

Signature of Investigator: _____ Date: _____



Appendix G

Young Child Assent

CHILD ASSENT

(for younger children who cannot read or are just beginning to read)

Leading The Way: The Relationship between Effective Teacher's Interactions with Their Students and Their Students' Interactions with Each Other in Two Multi-grade Parochial Classrooms

I am doing a project with a lady who is my teacher at Florida Atlantic University to learn about how good teachers and their students work together.

We are inviting you to be in the project. We would like to watch and video tape how you, your classmates and your teacher work together in your classroom. We will also talk with you about what we saw.

If you do not want to be a part of this project you will still remain in your classroom but we will not tape anything you say or do.

No one will get mad at you if you decide you don't want to be in the study.

This research study has been explained to me and I agree to be in this study.

First Name _____

Last Name _____

Subject's Signature for Assent _____

Date _____

Check which applies (to be completed by person conducting assent discussion):

☐ The subject is capable of reading and understanding the assent form and has signed above as documentation of assent to take part in this study.

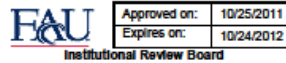
☐ The subject is not capable of reading the assent form, however, the information was explained verbally to the subject who signed above to acknowledge the verbal explanation and his/her assent to take part in this study.

☐ _____

Name of Person Obtaining Assent (Print) _____

Signature of Person Obtaining Assent _____

Date _____



Appendix H

Adolescent Child Assent

CHILD ASSENT

(For older children nearing or in adolescence)

Leading The Way: The Relationship between Effective Teacher's Interactions with Their Students and Their Students' Interactions with Each Other in Two Multi-grade Parochial Classrooms

I am doing a study with another teacher from my school, Florida Atlantic University to learn about how good teachers and their students work together.

We are inviting you to be in the study. If you agree, we will watch and video-tape how you, your classmates and your teacher work together for 8 days - Monday, Tuesday, Wednesday and Thursday of the first week and Monday, Tuesday, Wednesday and Thursday of the second week. We will not be watching or video-taping during lunch or recess. At the end of each day we will ask you and your classmates a few questions about what we noticed while we were watching you complete your activities with each other. This should take no more than 30 minutes. We will tape the interview so we won't forget anything. If you do not want to be in the study you will still remain in your classroom but you will not be video-taped.

The researchers hope this study will help teachers know what to do to help their students get along well with their classmates when they are working together in the classroom.

You do not have to be in this study if you don't want to and you can quit the study at any time. If you don't like a question, you don't have to answer it and, if you ask, your answers will not be used in the study. No one will get mad at you if you decide you don't want to participate.

Other than the researchers, no one will know your answers, including your teacher, parents, principal, friends, and other children. If you have any questions, just ask me, Mrs. Stephens.

This research study has been explained to me and I agree to be in this study.

First Name _____

Last Name _____

Subject's Signature for Assent _____

Date _____

Check which applies (to be completed by person conducting assent discussion):

☐ The subject is capable of reading and understanding the assent form and has signed above as documentation of assent to take part in this study.

☐ The subject is not capable of reading the assent form, however, the information was explained verbally to the subject who signed above to acknowledge the verbal explanation and his/her assent to take part in this study.

☐ _____

Name of Person Obtaining Assent (Print) _____

Signature of Person Obtaining Assent _____

Date _____



| | |
|--------------|------------|
| Approved on: | 10/25/2011 |
| Expires on: | 10/24/2012 |

Institutional Review Board

Appendix I

Observation Protocol

Date:

Beginning Time:

Ending Time:

Name of Observer:

Place:

| Descriptive Notes | Reflective Notes |
|---|------------------|
| <u>Organizational Supports</u> (Bohn, Roehrig, & Pressley, 2004; Brophy & Good, 1986; La Paro, Pianta, & Stuhlman, 2004; Stronge, 2007) Teacher: | |

Instructional Supports (Bohn,
Roehrig, & Pressley, 2004;
Brophy & Good, 1986;
Gnadinger, 2008; La Paro, Pianta,
& Stuhlman, 2004; Stronge, 2007)

Teacher:

| | |
|----------|--|
| Student: | |
|----------|--|

Emotional Supports (Birch & Ladd, 1998; Bohn, Roehrig, & Pressley, 2004; Hamre & Pianta, 2001; Howes & Hamilton, 1992; La Paro, Pianta, & Stuhlman, 2004)

Teacher:

| | |
|----------|--|
| Student: | |
|----------|--|

Sketch of Classroom

| Supports | Possible Descriptors from the Literature |
|-----------------------|--|
| <u>Organizational</u> | <ul style="list-style-type: none"> • classroom structures • routines • pro-activeness • redirection • clear expectations • flexible groupings • encouraging cooperative learning • downplaying competition • holding students accountable for their performances • projecting high expectations • scaffolding student learning • encouraging autonomy and choice • rewards and punishment |
| <u>Instructional</u> | <ul style="list-style-type: none"> • strategies that focus students on higher order thinking skills • giving students consistent, timely and process-oriented feedback • individualized instruction • motivation • questioning • modeling • scaffolding • meta-cognitive strategy instruction • holding students accountable |
| <u>Emotional</u> | <ul style="list-style-type: none"> • positive climate • negative climate • having a gentle caring manner • making personal connections with students • smiles • positive verbal feedback • sensitivity to student needs • regard for student perspective • respect • autonomy • making the classroom fun • actions to address conflict |

Appendix J

Interview Protocol for Teachers

Interviewer:

Interviewee:

Date:

Place:

Starting Time:

Ending Time:

Introduction

Thank you for taking the time to meet with me. As you know I am conducting research on the relationship between effective teachers' interactions with their students and their students' interactions with each other. I would like to ask you a few questions that arose out of my observations of the interactions in your classroom today. I will maintain your anonymity through the use of pseudonyms. I will also send you a transcript of the interview for your verification. Confidentiality will be maintained. The interview should take about 20 to 30 minutes. May I audiotape this interview?

Questions:

Instructional Processes

- What supports did you give your students to help them learn the material you presented today?
- I noticed that you used _____, _____, and _____ strategies during instruction? What were the reasons for your choice of strategies?

Classroom Organization

- What procedures did you follow to help your class run smoothly today?
- I noticed that you reacted to _____ misbehavior by _____.
Please explain the thinking behind your reaction.

Emotional Supports

- How did you build an emotionally supportive climate in your classroom for your students today?
- How did your students respond to the supports you put in place to help their emotional stability?

General Questions

- How would you describe your interactions with your students today?
- How would you describe your students' interactions with each other today?
- What similarities and differences did you observe between your interactions with your students and their interactions with each other?
- What else would you like to share about the interactions that took place in your classroom today?

Appendix K
Focus Group Interview Protocol

Interviewer:

Interviewee:

Date:

Place:

Starting Time:

Ending Time:

Introduction

Thank you for taking the time to talk with me today. As you have noticed I have been coming to your classroom and watching how you work together with each other and with your teacher. I am doing this for a project that I am doing for my school, Florida Atlantic University. Now I have some questions about some things I noticed during my time watching you today. Our discussion should take about 20 to 30 minutes and I would like to audiotape our discussion so that I don't have to write everything down right now. Is that okay? I wouldn't use your real names in my report.

Questions:

Emotional Supports

- What did you do in order to get along with your classmates when you were working together today?
- What did you do in order to help understand the feelings of others in your class today?
- Did you notice anyone having a hard time today? How could you tell? What did you do about it?
- Did you see anyone crying or angry in class today? What did you do?

- Do you think all students felt cared for/respected/safe/accepted in your classroom today? Why or why not? What did your teacher do today to make sure this happened? What did you do today to make sure this happened?
- What happens when someone in your classroom gets picked on?
- What happens when you don't get along in your classroom?

Instructional Supports

- I noticed that you had some difficulty completing the work your teacher wanted you to do in your small group today, what strategies did you use to help finish the job/what prevented you from completing the job?
- How did you help all the members of your group finish their work today/why didn't you help the student/s in your group who was/were having difficulties with the assignment?
- How are the ways you helped/did not help each other in your small group similar to the ways your teacher helped/did not help you with your work today?

General Questions

- What else would you like to share about the way you and your teacher and classmates worked together today?

Appendix L

Codes Derived From Day 1 of Data Collection

1. Group Involvement GI
2. Awareness of Researcher AOR
3. Routines and Procedures R & P
4. Routines - Instructional Supplies RIS
5. Positive feedback PF
6. Refocusing Strategies RS
7. Caring Interactions CI
8. On task OT
9. Off task OFT
10. Negative Feedback NF
11. Teacher Fairness TF
12. Taking Turns TT
13. Teacher Preparation TPREP
14. Sharing (values, ideas, space) S
15. Team Work TW
16. Tone of Voice TOV
17. Voting V
18. Volume VOL
19. Teacher proximity TPROX
20. Researcher Belief RB
21. External Reward ER
22. Teacher Intentionality TINT
23. Flexibility FLEX
24. Teacher Reflectiveness TREF
25. Modeling M
26. Choices CH
27. Helping H
28. Personal Responsibility PR
29. Fun Activities FA
30. Classroom Behavioral Goals CBG
31. Following Directions FD
32. Student Reflectiveness SREF
33. Feelings F

Appendix M

New Codes Added by Volunteer Coders

1. Scaffolding SC
2. Negative Behavior NB
3. Consequences C
4. Rules R
5. Goals G
6. Proximity PROX
7. Teacher Responsibility RESP
8. Teacher Fairness TRF
9. Student Voice
10. Negative Climate NEGCL
11. Shared Values SHV

Appendix N

All Codes and Themes

Teacher Student Interactions

1. Instructional Supports

- ✳ Fun Activities
 - Riddles
 - Songs
 - Role Playing
 - Hands-on
 - Games
 - Celebrations
- ✳ Accountability
 - Assessment
 - Release of Responsibility
 - Personal Responsibility
 - Expectations
 - Clarifying Expectations
 - Self- Evaluation
 - Self-Assessment
 - Academic Goals
 - Consequences
 - Student response to consequences
 - Severity of Consequences
 - Following through with consequences
 - Independent Work
 - Group Responsibility
- ✳ Motivation
 - Personal Academic Goals
 - High Expectations
 - External Rewards
 - Positive Feedback
 - Negative Feedback
 - Confidence
 - Encouragement
 - Celebrations
 - Response to Celebrations
 - Engagement
- ✳ Tools for Learning
 - Real Life Applications
 - Ways of Remembering

- Processes V. Answers
- Facts V. Meaning
- Tips
- ✱ Varied Instructional Materials/Media
 - Variety of Media
 - Cross curricula activities
 - Pre-packaged curricula
 - Combining Curricula
 - Textbook as a Resource
 - Standards
- ✱ Varied Instructional Strategies
 - Modeling
 - Questioning
 - Hands on Instruction
 - Creative lessons
 - Reviewing
 - Role Playing
 - Practice
 - Taking Chances
 - Shared Reading
 - Shared Writing
 - Instructional Duration
 - Extension Activities
 - Exposing/Introducing Concepts
 - Combining Concepts
 - Graphic Organizers
 - Teachable Moments
 - Object Lessons
 - Combining Academic With Social
 - Interest level
 - Background
 - Making Connections
- ✱ Scaffolding
 - Individualized Instruction
 - Step-by-step Explanations
 - Limited Instruction
 - Teacher Refining
 - Group Work
 - Helping

2. Organizational Supports

- ✱ Routines and Procedures
 - Instructional Supplies
 - Following Directions

- Teacher Flexibility
- Classroom Behavioral Goals
- Rules and Expectations
- Sharing (values, ideas, space)
- Teacher Directions
- Student Preparation
- ✳ Rules and Expectations (RE)
 - Collaborative Family Rules
 - Rewards
 - Consequences
 - Reminders
- ✳ Refocusing Strategies
 - Reminding Behaviors
 - Correcting Behaviors
 - Quiet Time
 - Waiting
 - Transitions
- ✳ Teacher Attributes
 - Teacher Preparation
 - Teacher Intentionality
 - Teacher Persistence
 - Teacher Awareness of Classroom
 - Proactive
 - Teacher Proximity
- ✳ Democracy
 - Choices
 - Voting
 - Taking Turns
 - Balance of Power

3. Emotional Supports

- ✳ Building Positive Affect
 - Teacher Fairness
 - Tone of Voice
 - Volume
 - Sense of Humor
 - Family
 - Openness
 - Emotional Safety
 - Socializing
 - Belonging
 - Positive Feelings
 - Friendliness
 - Quiet Conversations

- Warm Feelings
- Kind Words
- Inclusion
- Teacher Response to Misbehaviors
- Teacher Response to Negative Feedback
- ✳ Tools for Social Interaction
 - Conflict Resolution
 - Personal Behavioral Goals
 - Social Skills Instructions
 - Tools for Responding to Misbehaviors
 - Effectiveness of Tools for Responding to Misbehaviors
 - Tools for Problem Solving
- ✳ Opportunities for Social Interactions
 - Group Involvement
 - Building Bridges
 - Greetings
 - Collective Problem Solving
- ✳ Caring Interactions
 - Trust
 - Respect
 - Student perspective
 - Teacher Intervention
 - Parental Support
 - Prompt Resolution of Conflicts
 - Communication with Students
 - Teacher Persistence
 - Teacher Response to Student Fear
 - Teacher Response to Hurt Feelings
 - Encouragement
 - Communicating With Parents
 - Opportunities to Share Hopes & Dreams
 - Non-confrontational Stance
 - Comforting
 - Teacher Response to Student Frustration
 - Teacher Reflectiveness

Student-Student Interactions

1. Instructional Supports

- ✳ Motivation
 - Positive Feedback
 - Negative Feedback

- Encouragement
- ✳ Tools for Learning
 - Real Life Applications
 - Ways of Remembering
 - Processes V. Answers
 - Facts V. Meaning
 - Tips
- ✳ Varied Instructional Materials/Media
 - Variety of Media
 - Textbook as a Resource
- ✳ Varied Instructional Strategies
 - Modeling
 - Questioning
 - Role Playing
 - Combining Academic With Social
- ✳ Scaffolding
 - Step-by-step Explanations
 - Limited Instruction
 - Student Directions
 - Response to Student Directions
 - Helping

2. Emotional Supports

- ✳ Building Positive Affect
 - Tone of Voice
 - Volume
 - Sense of Humor
 - Family
 - Openness
 - Emotional Safety
 - Socializing
 - Belonging
 - Positive Feelings
 - Friendliness
 - Quiet Conversations
 - Warm Feelings
 - Kind Words
 - Inclusion
 - Bonding
 - Self-Control
 - Response to Positive Feedback
 - Self-Regulation
 - Honesty
 - Response to Group Interaction

- Leadership Skills Development
- Not offended by Unkind Words
- Internalizing Positive Behaviors
- Team Work
- Kindness
- ✳ Negative Affect
 - Defense Mechanisms
 - Impatience
 - Misbehaviors
 - Fear
 - Self-Doubt
 - Unkind words
 - Inappropriate Words
 - Frustration
 - Hurt Feelings
 - Peer Pressure
 - Response to Negative Feedback
 - Bothering
 - Bullying Behaviors
 - Rejection
- ✳ Tools for Social Interaction
 - Conflict Resolution
 - Personal Behavioral Goals
 - Tools for Responding to Misbehaviors
 - Tools for Problem Solving
 - Student Reflectiveness
 - Student Response to Misbehaviors
 - Copying Teacher Behaviors
 - Copying Student Behaviors
- ✳ Caring Interactions
 - Trust
 - Respect
 - Prompt Resolution of Conflicts
 - Encouragement
 - Comforting

Relationship of Teacher-Student and Student-Student Interactions

1. Relationship of TS and SS and Evidence of Organizational Supports

- ✳ Inclusion
 - Scooting over
 - No hesitation
- ✳ Active listening

- Shushing
- Raising hands to speak
- Eye contact
- ✱ Helping
 - Academics
 - Partners
 - Patience
- ✱ Teamwork
 - Encouragement
 - Support
 - Compliments
 - Positive Feedback
 - Adventure
 - Extra time outside of school
- ✱ Respect
 - Waiting to Speak
 - No pushing in line
 - Absence of Aggression
 - Polite Conversations
 - Tone of Voice
- ✱ Redirecting
 - Posted Rules and Procedures
 - Language
 - Tone of Voice
 - Negativity
 - Noise-O-Meter
- ✱ Cleaning-up and organizing classroom supplies
 - A Place for Everything
 - Games
- ✱ Self-regulation
 - Rules
 - Procedures
 - Expectations
 - Reminders

2. Relationship of TS and SS and Evidence of Instructional Supports

- ✱ Engagement
 - Demonstration
 - Modeling
 - Guidance
 - Rubrics
 - Just-right Tasks
 - Off-task
 - Games
- ✱ Use of Scaffolding Tools and Strategies
 - Demonstration
 - Modeling
 - Questioning
 - Accountability
- ✱ Peer Tutoring

- Sharing Notes
- Helping
- ✱ Positive Feedback
 - Encouragements
- 3. Relationship of TS and SS and Evidence of Emotional Supports**
- ✱ Socialization
 - Quiet Conversations
 - Laughter
 - Playfulness
- ✱ Use of teacher-taught socialization tools
 - Debugging
 - I-Message
 - Ignoring
 - Polite Language
- ✱ Compassion
 - Showing Concern
- ✱ Risk-taking
 - Safety
 - Sharing Personal Information
 - Confrontation
- ✱ Getting along
 - Greetings
 - Morning meetings
 - Sharing Problems
 - Problem Solving
- ✱ Trust
 - Grading
 - Sharing Grades
- ✱ Self-control
 - Morning Meetings
 - Walk Away
- ✱ Bonding
 - Friendships
 - Growth

Similarities and Differences Between Teacher-Student and Student-Student Interactions

1. Differences in TS and SS Emotional Non-Supports

- ✱ Putting Others Down
 - Belittling Comments
- ✱ Harsh Tone of Voice
 - Yelling
- ✱ Negative Responses
- ✱ Inappropriate Words
- ✱ Bothering
- ✱ Leaving Others Out
- ✱ Unfriendliness

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